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ABSTRACT

This directory contains descriptions of exemplary California community college vocational education programs and materials for special population students, including disadvantaged persons, limited-English-proficient individuals, handicapped students, and displaced homemakers. Provided in the directory are descriptions of model assessment systems; curriculum guides and materials; management and recordkeeping systems; resource guides; model programs; and reference, audiotape, and bibliographic materials. Each abstract includes a description of the type of resource material and target population; the name of the individual developer or developing organization; a program description; a list of related products; information concerning the effectiveness, usefulness, and impact of the program or resource; and an information source. Agency and subject indices conclude the document. (MN)

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ED242939

# DIRECTORY OF CALIFORNIA COMMUNITY COLLEGES EXEMPLARY VOCATIONAL EDUCATION PROGRAMS AND MATERIALS FOR SPECIAL POPULATION STUDENTS

Prepared for the
Chancellor's Office, California Community Colleges

by
Educational Evaluation and Research, Inc.
Menlo Park, California

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# INTRODUCTION

In April 1983 the Chancellor's Office of the California Community Colleges funded a Vocational Education Act special project for the development of a comprehensive information and resource model for disadvantaged and other special population students. The purpose of the project was to identify existing exemplary vocational education resource materials designed to serve the special population students at California Community Colleges and to facilitate the utilization of such resources through packaging, dissemination, and technical assistance. "Resource materials" included model programs, practices, curriculum materials, guides, and other products or information. This directory is the first major product resulting from that project.

## How This Directory Was Developed

Potential criteria to be used for identifying exemplary programs and resource materials were first prepared by project staff for presentation to the project advisory committee. "Exemplary" was defined as deserving imitation and serving as an ideal model or example. The advisory committee, which was selected by Chancellor's Office staff, consisted of the following individuals:

1. Dan Estrada, Vocational Education Specialist, California Community Colleges Chancellor's Office
2. Dick Farr, Corporate Affirmative Action Specialist, Hewlett-Packard
3. Gregory S. Ohanneson, Assistant Dean, Occupational Services, San Jose City College
4. David A. Passarell, Specialist, Specially Funded Programs, California Community Colleges Chancellor's Office
5. Jill Schrutz, EOPS/Financial Aid Director, Napa College
6. Lise Spielman, Disabled Students Program, College of Marin

The advisory committee considered the criteria to be used for identifying exemplary programs and resource materials, and agreed upon the following:

1. There must be documentation available describing the model program or resource material (practice, curriculum material, guide, or other product or information).
2. The program or material must have been developed, at least in part, with Vocational Education Act (VEA) funds.
3. The program or material must have been developed since July 1, 1972.

4. The program or material must be targeted to one or more of the four special populations: disadvantaged, limited English proficient, handicapped, or displaced homemakers and related populations (i.e., women requiring special support services, persons in nontraditional programs, and reentry persons).
5. The program or material must have been successfully implemented in at least one California Community College.
6. The program or material must be transportable to another location where it can be used.
7. There must be some evidence available about the effectiveness, usefulness, or impact of the program or material.

Project staff then searched for programs and materials that met the criteria. Various documents were reviewed, including summaries and directories of VEA special projects and related reports. A letter was sent to each California Community College asking for nominations. This letter went to: members of the Advisory Committee on Bilingual/Cross-cultural Education; College Specialists, Handicapped Student Programs and Services (HSPS); Deans of Occupational Education; Deans of Student Services; Directors of Extended Opportunity Programs and Services (EOPS); and Sex Equity Coordinators. Nominations were also solicited from Chancellor's Office staff and members of the advisory committee. The programs and materials that met the criteria in the judgement of the project staff were then individually reviewed by the members of the advisory committee, who made the final selection. Descriptions of those programs and materials were then prepared for this directory. There are, no doubt, additional exemplary programs and materials that meet the criteria but were not uncovered by the search.

## How This Directory Is Organized

Each exemplary program or material that has been identified is described on a separate page in this directory. The pages are organized by special population target group: disadvantaged, limited English proficient, handicapped, and displaced homemakers and related populations. Programs or materials targeted for more than one of the special populations are grouped under what is considered to be the primary target group. Within the four target group sections, the pages are arranged by type of resource material using the following general categories: model program, model practice, resource guide, curriculum materials, audio-visual materials and reference materials.

For each page, the title of the exemplary program or materials is shown at the top of the page. Then, the type of resource material and its target population are given, followed by the name of the organization where the program or material was developed. In addition, each page gives a description of the program or material; the specific products of concern and information as to their availability; evidence of effectiveness, usefulness, or impact; and the name, address, and telephone number of a source that can be contacted for additional information. If the program or material is the result of VEA special project funding, the project number appears as a footnote to the title.

## How To Use This Directory and Obtain Additional Information

The pages of the directory may be scanned for a general review of its contents. To locate specific programs or materials, consult the Table of Contents, the Agency Index, or the Subject Index.

Products described in the directory can be obtained from the sources listed in the "Available from" notations on each page. Prices, where given, were accurate for late 1983, but are subject to change. Detailed directions for ordering materials from VOICE (Vocational and Occupational Information Center for Educators) and the State Department of Education Bureau of Publications appear in Appendix A.

In addition to the information sources listed on the directory pages, readers can contact Educational Evaluation and Research, Inc., for information and technical assistance related to the use or adoption of those exemplary programs or materials whose description contains the footnote "Assistance in adoption or use available from Educational Evaluation & Research, Inc." To obtain such assistance, write to Educational Evaluation and Research, Inc., 250 S. Castanya Way, Menlo Park, CA 94025, or telephone (415) 325-3254. This service will be available throughout the duration of this special dissemination project.

California Community College educators can obtain more information about programs or products described in this directory with assistance from the PROP (Planning for Renewal in Occupational Programs) project and/or the peer consulting project. These are VEA Subpart 3 special projects funded by the Chancellor's Office and operated out of Monterey Peninsula College.

Through PROP, educators can be reimbursed for travel expenses for visits to campuses or other sites. Visitors can to go one or more sites in trips lasting up to five days. Local districts must pay for a substitute instructor, if one is required. PROP will pay travel and per diem expenses for the visitor. The PROP coordinator will arrange the visit, if requested. Visitors are asked to submit a brief report describing how they plan to implement on their own campus what they learned during the visit.

The peer consulting project provides funds for consultants from model programs or projects to visit other campuses and advise personnel there about the adoption or adaptation of the model. The peer consulting project pays the consultant's travel expenses and an honorarium. Colleges requesting consulting services are required to state specific objectives to be accomplished by the consultant.

For additional information about PROP or the peer consulting project, contact Dr. Philip Nash, Dean of Instructional Planning, Monterey Peninsula College, 980 Fremont Boulevard, Monterey, CA 93940, or telephone (408) 646-4035.

# PROGRAMS AND MATERIALS FOR DISADVANTAGED STUDENTS

# A PROGRAM TO STRENGTHEN THE READING AND WRITING SKILLS OF VOCATIONAL STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Disadvantaged and Limited English Proficient

## DEVELOPER

Contra Costa Community College District, Los Medanos College

## DESCRIPTION

Language arts faculty, vocational faculty, and tutors worked together to implement this program for improving the reading and writing skills of vocational students. Assessment tests tailored to the vocabulary and subject matter of various career fields were developed to identify student needs. Language arts instructors presented a four-unit staff development course for vocational instructors. The course was designed to help them provide remedial instruction where appropriate and to work effectively with tutors assigned to their students. Trained tutors went into the vocational classrooms to help the needy students.

The project report presents a chronological history of the program's development. Examples of reading and writing tests for appliance service technology, welding, fire technology, refrigeration, law enforcement, small engine repair, and business are included, as are course outlines for the tutor training and staff development courses. The evaluators' report contains an assessment of each project year and sample forms and other documents.

## PRODUCTS

1. Los Medanos College. *A Report on a Project to Strengthen the Reading and Writing Skills of Vocational Students at Los Medanos College.* Pittsburg, CA: Author, 1980. (109 pages)
2. Drexel, K., & Porterfield, J. *Report of the Outside Evaluators on the Literacy-Improvement Program in Vocational Classes at Los Medanos College, 1978-1980.* Pittsburg, CA: Los Medanos College, 1980. (94 pages)

The above products are available from: VOICE (P-07-00-457).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

After the implementation of the tutorial program, the percentage of needy students receiving help increased from a small minority to 77% of those eligible. In 1980-82 Los Medanos College received a grant from the Fund for the Improvement of Postsecondary Education to expand the tutor outreach to all campus classes and to provide in-service seminars to train all faculty to teach reading and writing components in the college's general education curriculum.

## INFORMATION SOURCE

Sandra Acebo
Dean of Language Arts
Los Medanos College
2700 East Leland Drive
Pittsburg, CA 94565
(415) 439-2181

*Special Projects Nos. 07-61689-3-8-457 and 07-61689-3-0-457.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# A MODEL SYSTEM FOR IDENTIFYING AND PROVIDING SERVICES TO DISADVANTAGED STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Disadvantaged

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This model system was developed to meet the need for improving the identification of disadvantaged students and for providing them with needed assistance. The system, called SAM CHALUI, was designed to be compatible with SAM (Student Accountability Model) and to utilize six specific student needs for identifying the disadvantaged: Counselor, Health, Attendance, Language, Underachiever, and Instructional. The model was tested at San Jose City College in 1976-77 with more than 500 occupational students.

The system consists of five packages of information and action. Prior to the first day of a semester, data processing staff prepare Package 1, which contains instructions and a set of IBM cards containing the CHALUI disadvantaged code. On the first day of the semester, each counselor and instructor of occupational courses uses these materials to report the students who need assistance. Package 2 is delivered in the second week of the semester. Each instructor uses preprinted IBM cards for each of the occupational students in his/her courses to report their disadvantagement. Package 3 is prepared for the Dean of Occupational Education to show a summary of the requests for services. Package 4 (alphabetical list of students with all key information) and Package 5 (occupational course list with all key information) are delivered by the third Friday of the semester. A computer keeps track of those students identified as disadvantaged and the services provided throughout the semester.

## PRODUCTS

1. San Jose City College. *A System for Identifying Disadvantaged Occupational Education Students.* San Jose, CA: Author, 1977. (37 pages)

   Available from: VOICE

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The model system was used at San Jose City College and Evergreen Valley College for many years. A majority of students questioned indicated that the system was helpful to them. In later years it was slightly modified (called *Student at Risk*) and is still being used at both San Jose City College and Evergreen Valley College. The program has also been initiated at one or two other colleges.

## INFORMATION SOURCE

Gregory S. Ohanneson
Assistant Dean, Occupational Services
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 288-3782

*Special Project No. 43-69658-C-6-020.

# EARLY RECOGNITION OF DISADVANTAGED STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Disadvantaged

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This is a training program developed with VEA special project funds to improve instructors' understanding of the definition of "disadvantaged student" and to assist instructors and counselors in developing the skills necessary to identify disadvantaged students. A two-day workshop was prepared and successfully presented to 24 instructors and counselors.

The workshop topics include: pretesting, principles of learning, tips for teacher, Maslow's Pyramid, identifying and assisting the disadvantaged, CHALUI services, text readibility, developing course competencies, developing manipulative evaluation sheets, and posttesting. The project final report contains a description of the project objectives and accomplishments. It also contains the detailed content of the two-day workshop.

## PRODUCTS

1. Ohanneson, G.S. *Final Report: Early Recognition of Disadvantaged Students.* San Jose, CA: San Jose City College, 1979. (12 pages)

   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Over 85% of the workshop participants reported a better understanding of the definition of a disadvantaged student. There was a greater acceptance and use of pretesting, special aides, and special support services among the workshop participants. More disadvantaged students were identified than were prior to the project.

## INFORMATION SOURCE

Gregory S. Ohanneson
Assistant Dean, Occupational Services
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 288-3782

*Special Project No. 43-69658-3-8-415.

## MANAGEMENT AND RECORDKEEPING SYSTEM FOR SPECIAL SERVICES*

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Practice for Disadvantaged, Limited English Proficient, and Handicapped

### DEVELOPER

San Mateo Community College District

### DESCRIPTION

This manual was one of the products of a VEA special project funded to develop a management and record keeping system for coordinated tutoring services supported from multiple funding sources for disadvantaged, limited-English-proficient, and handicapped students. The system, which is not restricted to tutoring services, was designed to provide clear documentation of direct student support services in compliance with the regulations of external funding agencies. The data collected can be used in student and program evaluation, mandated end-of-year reporting, student follow-up, fund applications, and program management. The system identifies in writing each student's eligibility for services and funding, records the special services used throughout a term, and links each service to a particular funding source (Vocational Education Act, Extended Opportunity Programs and Services, and Handicapped Student Programs and Services). The system has two steps. The first involves student identification, while the second involves record keeping each time a student is served. Three alternate methods of data input are designed for the system: on-line, batch machine scannable, and manual.

There are nine chapters in the manual: introduction; audit standards; student identification and assessment; student service record keeping; functions of centralized record keeping; budgeting, management, and evaluation; tutor training; installing the system; and summary. Appendices are also included.

### PRODUCTS

1. McCloskey, L., & Fontana, V. *Management and Recordkeeping System for Special Services.* San Mateo, CA: San Mateo Community College District, Office of Educational Services, 1982. (99 pages)

   Available from: VOICE (P-41-01-730). Also available from the Information Source given below, at cost.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Evaluation committee members, an independent professional auditor, state specialists, consumers, and workshop patricipants all gave positive reports on the system. Seven community colleges or districts requested follow-up consultations after receiving the manual. The system was implemented at Canada College, Skyline College, and College of San Mateo. Other colleges implemented portions of it.

### INFORMATION SOURCE

William Cornejo
Director, Special Services and Programs
Skyline College
3300 College Drive
San Bruno, CA 94066
(415) 355-7000, Ext. 301

*Special Projects Nos. 41-69054-3-0-730 and 41-69054-3-1-730a.

## BASIC SKILLS MODULES IN READING, WRITING, AND STUDY SKILLS

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Disadvantaged

### DEVELOPER

Los Angeles Community College District, Los Angeles Trade-Technical College

### DESCRIPTION

To assist vocational students in raising their reading, writing, and study skills to levels required by college programs, instructors at Los Angeles Trade-Technical college have developed 39 self-paced basic skills modules. The modules address six specific skill areas: study skills, test taking, reading, writing, spelling, and vocabulary. In the VEA basic skills program at Los Angeles Trade-Technical College, these materials are used by instructors and instructional assistants to tutor individual students in the Learning Resources Center. Specific modules are prescribed for each student based on diagnostic tests.

### PRODUCTS

1. Los Angeles Trade-Technical College. *VEA Program Basic Skills Modules.* Los Angeles, CA: Author, undated. (Various pages)

   Available from: the Information Source listed below, at cost. Specify the skill areas desired.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Since 1978, approximately 7,200 students, representing 67 vocational trades, have utilized the VEA program modules at Los Angeles Trade-Technical College. Success in retention and persistence to graduation were reported.

### INFORMATION SOURCE

Dorothy Smith
VEA Instructor
Los Angeles Trade-Technical College
400 West Washington Boulevard
Los Angeles, CA 90015
(213) 746-0800, Ext. 563

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# WRITING IN THE REAL WORLD*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum materials Materials for Disadvantaged

## DEVELOPER

Saddleback Community College District, Saddleback College (South Campus)

## DESCRIPTION

This curriculum material was one of the major products of a VEA special project to develop a model program which coordinates basic skills training and support services with vocational instruction in order to improve the retention of disadvantaged vocational education students. Disadvantaged students were identified and a project counselor provided career testing, academic advisement, and personal counseling. Vocationally oriented basic skills materials were developed and special sections of basic skills classes were offered in mathematics, reading, writing, and oral expression.

This curriculum material, *Writing in the Real World*, was developed to be used in a practical and vocationally oriented writing course. It is a series of handouts focusing on various practical or job-related writing tasks. Each handout includes a sample of the type of writing required, a brief explanation, a journal assignment to help students learn from the handout and prepare for their own writing, and a writing assignment. The basic writing course using this material should be conducted as a writing workshop with a maximum of 15 minutes of lecture for every 75-minute class period.

## PRODUCTS

1. Smith, J. *Writing in the Real World.* Mission Viejo, CA: Saddleback College, 1981. (61 pages)

   Available from: VOICE (P-31-00-734).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Almost 90% of the disadvantaged students enrolled in the basic writing classes completed the course. Also, a third-party evaluator reported a positive change in writing skills among the disadvantaged students, based upon her observations. The materials were revised and continued to be used at Saddleback College in 1981-82.

## INFORMATION SOURCE

Janice Smith
Humanities and Languages
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(714) 831-4692

*Special Project No. 31-66654-3-0-734.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# PROGRAMS AND MATERIALS FOR LIMITED-ENGLISH-PROFICIENT STUDENTS

# WORLD PROGRAM

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Limited English Proficient

## DEVELOPER

North Orange County Community College District

## DESCRIPTION

WORLD (Work Oriented and Related Learning Development) is a Vocational English as a Second Language (VESL) program designed to serve limited-English-proficient students from a variety of language and cultural backgrounds. This program consists of pre-VESL, concurrent VESL for machine shop and for business skills, and an industry VESL for employees in a food producing plant.

The program staff developed a VESL master plan and curriculum including general and daily lesson plans. English proficiency standards for program entry and exit were set, necessary textbooks were selected, and some instructional materials were prepared. The VESL classes that run concurrently with the vocational training meet six hours per week and last five months or less, since the program is open-ended. The mastery of vocational skills by the VESL students is measured with the same tests and standards used for the English-proficient students. The program uses audiovisual materials. Some of these materials are commercially available, while others are available from the program.

## PRODUCTS

1. Coad, C. *WORLD Program Description, Goals, and Objectives: Vocational English-as-a-Second-Language.* Fullerton, CA: North Orange County Community College District, 1982. (68 pages)

   Available from: VOICE. Also available from the Information Source given below, at cost.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The program has been successfully implemented at Fullerton College, Cypress College, Wilshire Continuing Education Center, and Trident Continuing Education Center. Approximately 80% of the VESL students were placed in jobs.

## INFORMATION SOURCE

Cynthia Coad
WORLD Program Coordinator
North Orange County Community College District
1000 North Lemon Street
Fullerton, CA 92634
(714) 761-4133

# BILINGUAL DENTAL ASSISTANT TRAINING PROGRAM*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Limited English Proficient

## DEVELOPER

San Diego Community College District, San Diego Mesa College

## DESCRIPTION

In 1980-81, San Diego Mesa College received VEA special project funds to provide training and support services to enable a group of bilingual welfare recipients to obtain employment as certified dental assistants. Six Spanish-speaking and seven Vietnamese students enrolled in the two-year program. Support services provided included: financial aid; counseling; tutoring; and assistance with child care, transportation, registration, and class scheduling. In addition to the 60-unit dental assisting curriculum, the instructional program included individualized bilingual instruction in basic skills, medical communications, and medical correspondence. Directed clinical practice was arranged in the final semester.

The project report, *Bilingual Dental Assisting Training Program*, describes the program in detail. Included are examples of compositions written by the students, evaluations of individual students, and their testimonials about the program.

## PRODUCTS

1. Cohn-Gonzales, A. *Bilingual Dental Assisting Training Program.* San Diego, CA: San Diego Mesa College, 1981. (50 pages)

   Available from: VOICE (P-37-00-731).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

During the first year of the program, the bilingual dental assistant students had an average cumulative grade point average of 3.5. By the second year, 12 students (93%) had been fully integrated into the regular dental assistant program; 11 completed the program.

## INFORMATION SOURCE

Jose Orrantia
EOPS Director
San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111
(619) 279-2300

*Special Project No. 37-73528-3-0-731.

## ENGLISH ON THE AIR

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Limited English Proficient

### DEVELOPER

San Luis Obispo County Community College District, Cuesta College

### DESCRIPTION

This is an instructional program which utilizes radio to teach basic English to Spanish-speaking students of limited English proficiency. The program consists of 30 half-hour lessons. Listeners learn how to pronounce basic English words found in everyday situations, how to fill out common applications, and how to learn about the community resources available to them. Since emphasis is placed on pronunciation, there are pauses on the tapes so that listeners can repeat words as they are given. Commercial radio stations with large Spanish-speaking audiences are ideally suited for this program.

The *"English on the Air" Package* includes a set of 30 half-hour cassettes, one corresponding workbook, and a synopsis of implementation procedures. The workbook contains vocabulary lists, sample applications, and quizzes corresponding to the 30 lessons. Some of the information in the workbook will need to be modified before it is used elsewhere (e.g., specific addresses or telephone numbers of the Department of Motor Vehicles and the Employment Department offices in the area).

### PRODUCTS

1. Cuesta College. *"English on the Air" Package.* San Luis Obispo, CA: Author, undated. (The package includes 30 cassettes and a 50-page workbook.) Also, a program brochure and implementation guide are available.

   Available from: Office of Vocational Education, P.O. Box "J," San Luis Obispo, CA 93401, for $150 including tax and mailing.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The program has been used over one and a half years in the San Luis Obispo area and it was well-received by the audiences. The program has also been used at several sites in California as well as at two out-of-state sites.

### INFORMATION SOURCE

Edwin M. Pearce
Dean of Instruction
Occupational Education and Special Programs
Cuesta College
San Luis Obispo, CA 93403
(805) 544-2943

# RESOURCE GUIDE FOR CAREER COUNSELING SPANISH-SPEAKING AND CHICANO STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This guide was the principal product of a VEA Subpart 3 special project to meet the need for career counseling materials designed for Spanish-speaking community college students. To prepare the guide, relevant materials and techniques were identified, developed, or adapted. A consortium committee representing five other community colleges in Santa Clara County and two community agencies advised the project staff.

This resource guide contains general information on Chicano and Spanish-speaking students. It also has sections on assessment, language considerations, affective considerations, retaining students, the link between eduction and work, helping students develop job search and interview skills, Spanish language materials, and additional program development resources. Materials for students in the job search and interview section are in Spanish and English; a total of 57 pages can be used as student handouts. These pages are perforated for removal from the guide for duplication.

## PRODUCTS

1. Douglas, D., et al. *Resource Guide for Career Counseling Spanish-Speaking and Chicano Students.* San Jose, CA: San Jose City College, 1981. (266 pages)

   Available from: VOICE (P-43-00-454).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The guide in draft form was read and evaluated by six paid readers and nine volunteers. Workshop participants also responded to an evaluation questionaire. Their reactions were analyzed by a third-party evaluator, who noted that the critical readers and the workshop participants overwhelmingly expressed their eagerness to see the resource guide in print. Approximately 100 copies were distributed to people who requested it.

## INFORMATION SOURCE

Charles Southward
Division Chair, Counseling/Student Activities
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181

*Special Project No. 43-69658-3-0-454.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# CAREER COUNSELING MATERIALS AND TECHNIQUES FOR USE WITH VIETNAMESE*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This guide was the major product of a VEA Subpart 3 special project to identify and/or produce career guidance materials to improve the quality of career counseling for Vietnamese students entering community colleges. The availability and use of relevant materials were assessed, selected materials were translated into Vietnamese, and the materials were organized to address five major topics on career counseling.

This resource guide contains chapters on cultural factors, career counseling, career assessment, job search skills, and cooperative work experience. It also has a section on resources such as appropriate printed materials and their publishers, successful model programs, and multimedia materials.

## PRODUCTS

1. Katz, P.H., et. al. *Career Counseling Materials and Techniques for Use with Vietnamese.* San Jose, CA: San Jose City College, 1981. (341 pages)

   Available from: VOICE (P-43-00-455).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The newly developed materials were field tested at 17 sites, and the guide was critically reviewed by 35 consultants. Seventy-five percent of the 116 participants at dissemination workshops indicated they expected to make use of it.

## INFORMATION SOURCE

Charles Southward
Division Chair, Counseling/Student Activities
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181

*Special Project No. 43-69658-3-0-455.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# CAREER PLANNING FOR CHICANO/LATINO STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This curriculum was the major product of a VEA Subpart 3 special project to develop a 54-hour career/vocational planning course for Spanish-speaking community college students of limited English proficiency. A letter was sent to all previously identified career planning instructors with a large number of LEP students, requesting information on the methods and materials used in their courses. A literature review on effective approaches to career planning was conducted. Also, all community colleges were surveyed to develop a prioritized list of topics for course modules. Subsequently, six consultants and the project director prepared 12 modules of curriculum materials, organized into four major sections. Each section was field tested in at least one classroom.

This curriculum package contains a curriculum guide for instructors and materials for students that can be duplicated locally. It has four major sections: self and cultural awareness; career awareness that covers self-assessment, job assessment, and other related topics; decision making; and job search skills. Most of the student materials are available in English and Spanish. Each section or many of the 12 modules can be used independently.

## PRODUCTS

1. Douglas, D. (Ed.). *Career Planning for Chicano/Latino Students.* San Jose, CA: San Jose City College, 1982. (413 pages)

   Available from: VOICE (P-43-01-454).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The responses of instructors and students who participated in the field test of the curriculum materials were very favorable. The average instructor rating was 8.4 on a 10-point scale, while the average student rating was 8.5. The materials were used in 1983-84 at San Jose City College in a career planning class for Chicanos.

## INFORMATION SOURCE

Charles Southward
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San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181

*Special Project No. 43-69658-3-1-454.

# A CURRICULUM GUIDE FOR CAREER DEVELOPMENT FOR INDOCHINESE*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This curriculum guide was the principal product of a VEA Subpart 3 special project to develop a 54-hour, six-unit comprehensive career guidance course to meet the specific linguistic and cultural needs of Vietnamese students with limited English proficiency. A survey was conducted to collect information on career counseling curricula, strategies, and materials used in California community colleges. Based on the survey results, course outlines were prepared and available guidance materials in the Indochinese languages were identified. Also, appropriate materials in English were translated into three Indochinese languages and some materials were developed where critical deficiencies were found.

The curriculum guide and associated materials cover the following topics: working in the United States, personal assessment, career exploration, career decision making, job search skills, and succeeding on the job. This guide can be used as student instructional materials in a career development course or as a curriculum guide for instructors. Its target group can be Laotian, Cambodian, or Vietnamese students.

## PRODUCTS

1. Katz. P.H., et al. *Career Development for Indochinese: A Curriculum Guide.* San Jose, CA: San Jose City College, 1982. (843 pages)

   Available from: VOICE (P-43-01-455). Also available from the Information Source given below, for $15.00.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The curriculum materials were field tested at five community colleges. Most students reported that they were helpful. Also, a great majority of teachers who participated in the field test and 123 educators who participated in training workshops indicated that they would utilize the curriculum guide.

## INFORMATION SOURCE

Charles Southward
Division Chair, Counseling/Student Activities
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 298-2181

*Special Project No. 43-69658-3-1-455.

# VESL-MACHINE TECHNOLOGY

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

These materials were developed for use with limited-English-speaking students in machine technology classes to improve their knowledge of English needed for success in their classrooms and for job interviews. The materials could be used as supplements to *English That Work:* Books 1 and 2. The focus is on oral exercises designed to teach students to use the vocational language in natural conversation.

The materials consist of three units: Tools, Math Terms, and Job Interview. Each unit contains objectives, a list of resources to be used, a vocabulary list, and exercise materials. The primary objectives of the materials are to teach students basic terminology and how to pronounce the words and express themselves correctly. Teaching of the machine technology content is not the primary concern.

## PRODUCTS

1. Lamborn, P. *VESL-Machine Technology.* San Jose, CA: San Jose City College, undated. (42 pages)

   Available from: the Information Source given below, at cost. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The materials have been used for three years in the Indochinese Refugee Program and in Vocational ESL classes at San Jose City College.

## INFORMATION SOURCE

Gregory S. Ohanneson
Assistant Dean, Occupational Services
San Jose City College
2100 Moorpark Avenue
San Jose, CA 95128
(408) 288-3782

# VESL-ELECTRONICS

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Limited English Proficient

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

These materials were developed for use with limited-English-speaking students in electronics classes to improve their knowledge of English needed to succeed in the electronics classrooms. The materials were prepared based on analyses of classroom and electronics laboratory language, consultations with electronics instructors, and review of other VESL electronics materials. The major purpose of these materials is to teach students basic terminology and how to pronounce the words and expressions clearly and correctly. The instructor will be able to teach for the entire semester using these materials with minimal outside research.

There are six units dealing with areas essential to the study of electronics: Safety, Hand Tools, Measuring Electricity, Component Identification, Function, and Basic Soldering. Included in each unit are a vocabulary list, listening comprehension exercises, dialogs, and pronunciation exercises. Each unit is complete within itself so that it can be used independently from other parts of the materials.

## PRODUCTS

1. Scales, V. *Vocational English As A Second Language-Electronics.* San Jose, CA: San Jose City College, undated. (92 pages)

   Available from: the Information Source given below, at cost. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

These materials have been used for three years in VESL classes and in the Indochinese Refugee Program at San Jose City College. The materials were also used in the Indochinese Refugee Program at the John A. O'Connell Community College Center in the San Francisco Community College District.

## INFORMATION SOURCE

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2100 Moorpark Avenue
San Jose, CA 95128
(408) 288-3782

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

## DIFFERENT SIMILARITIES

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Limited English Proficient and Disadvantaged

### DEVELOPER

Los Angeles Community College District, Office of Educational Resources

### DESCRIPTION

*Different Similarities* is a 30-minute film designed to help people develop awareness of the special needs of limited-English-proficient and disadvantaged students. The film is intended to raise the awareness level of members of the audience, causing them to take personal responsibility for making changes in their behavior, environment, classroom, etc. Problems encountered by limited-English speakers and disadvantaged learners are illustrated by depicting communication difficulties encountered by a foreign-born film producer. Professional actors play the leads in the film.

Accompanying the film is a training package with a discussion guide. The guide summarizes the film story line and gives follow-up activities that have been specially designed for use with this movie. The objective of these follow-up activities is to actively involve the audience in exploring the topic and creating change.

### PRODUCTS

1. Povall, D.S. (Writer), & Robinson, L. (Director). *Different Similarities* (Film). Los Angeles, CA: Los Angeles Community College District, Office of Educational Resources, 1979.

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401. Available in 16 mm and 3/4" videocassette formats. One week rental in either format is $50. Purchase price is $300 for 16 mm and $125 for videocassette. Shipping and insurance costs will be added.

2. Los Angeles Community College District. *Different Similarities* (Discussion guide). Los Angeles, CA: Author, Office of Educational Resources, 1979. (12 pages)

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401, at no charge.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The film has been described as effective by project staff and by staff at the Chancellor's Office, California Community Colleges. It has been used extensively at colleges in the district and elsewhere in California, and at many institutions of higher education throughout the United States.

### INFORMATION SOURCE

Victoria Richart
District Director of Special Education Services
Los Angeles Community College District
617 West Seventh Street
Los Angeles, CA 90017
(213) 628-7788, Ext. 2532

# ANNOTATED BIBLIOGRAPHY OF VOCATIONAL ENGLISH AS A SECOND LANGUAGE*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Material for Limited English Proficient

## DEVELOPER

San Jose Community College District, Evergreen Valley College

## DESCRIPTION

A large body of vocational education materials has been developed nationwide for limited-English-proficient students. Using VEA special project funds, the ESL coordinator at Evergreen Valley College collected and classified Vocational English as a Second Language (VESL) materials and prepared an annotated listing of them.

In the bibliography, *New Perspectives, VESL: An Annotated Bibliography,* approximately 750 items are described and cross-referenced by vocation, author, language, and language level. Included are prevocational materials that provide general occupational knowledge to groups of students with mixed employment goals, and occupational-specific materials that provide the language skills needed by students with the same employment goals. In addition to the printed pages, a microfiche supplement is included that contains information about other useful resources, other bibliographies, and sample VESL materials.

## PRODUCTS

1. Valadez, G. *New Perspectives, VESL: An Annotated Bibliography.* San Jose, CA: Evergreen Valley College, 1983. (587 pages and microfiche supplement)

   Available from: VOICE (P-CC-01-730). Also available from the Information Source given below, at cost.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Colleges throughout California reported use of the VESL bibliography. The bibliography was selected as an exemplary resource after a statewide survey conducted by Cabrillo College in 1983.

## INFORMATION SOURCE

Gustavo Valadez
ESL Coordinator
Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900, Ext. 6674

*Special Project No. 43-69658-3-1-730.

# PROGRAMS AND MATERIALS FOR HANDICAPPED STUDENTS

# A MODEL FOR IMPROVING CAREER PLANNING AND WORK EXPERIENCE/ COOPERATIVE EDUCATION OPPORTUNITIES FOR DISABLED STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Handicapped

## DEVELOPER

Peralta Community College District, Vista College

## DESCRIPTION

This model program of vocational counseling, training, and placement for the disabled involves the active participation of three partners—the college, private employers, and union representatives. The approach used is exceptional in that: (a) it begins with a cluster of conditional job offers from a specific private employer or union and then works backward to establish the necessary training standards, admission requirements, and assessment/learning activities; and (b) the primary focus is on developing short-term, intensive training activities that combine skill training, exposure to work, and psychological support. Training programs for word processing, intercept operator, apprentice roofer, mail handler/clerk, and custodian were designed specifically for disabled students. However, this model program also supported many disabled students enrolled in conventional training programs at Vista and other Peralta district colleges.

A step-by-step description of the vocational counseling and training process is given in *Joining the Ranks: Partnership in Rehabilitation*. Sections cover the business-education-labor partnership, training and placement strategies, initial student contacts, assessment, implications of disability benefits, developmental activities such as GED preparation, and supportive services.

## PRODUCTS

1. Hans, D., Whitmore, L., & Knightly, M. *Joining the Ranks: Partnership in Rehabilitation*. Berkeley, CA: Vista College, 1981. (82 pages)

   Available from: VOICE (P-01-00-776). Also temporarily available from the Information Source given below, at no charge.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

A total of 172 disabled students were placed in jobs during the three years the program received special project funds. As a result of the project activities, a local ordinance was passed establishing a commission on disabled persons. A videotape describing the program was shown to the U.S. Congress by the Oakland AFL-CIO handicapped placement specialist.

## INFORMATION SOURCE

Maureen Knightly
Counselor
Vista College
2020 Milvia Street
Berkeley, CA 94704
(415) 841-8431

*Special Project Nos. 01-61267-3-8-448, 01-61267-3-0-448, and 01-61267-3-0-776.

Assistance in adoption or use available from Educational Evaluation & Research Inc.

# A MODEL CAREER AWARENESS AND CAREER PLANNING PROGRAM FOR STUDENTS WITH DISABILITIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Handicapped

## DEVELOPER

Santa Monica Community College District, Santa Monica College

## DESCRIPTION

This program was the result of a VEA special project to develop and implement a model career program for disabled students. The program was designed based on: information from a research review; a statewide survey of career planning programs for disabled students; and input from the project advisory board, high schools, community colleges, equal opportunity representatives in business and industry, and local community agencies. The program emphasizes coordination with existing career counseling and vocational programs at the college and at local high schools.

This model program was designed to allow students to pass through the three essential stages that every individual must experience prior to making a successful occupational choice: career exploration, decision making, and work experience. The major feature of the program is that the career exploration class provides an opportunity to actually experience a large number of mainstreamed vocational classes under the supervision of a skilled vocational instructor. After exposure to as many as 15 different vocational classes, disabled students select three occupations in which they would like to volunteer for work experience. Then three one-month placements are arranged. Student volunteer work is supervised by college staff. Following this work experience, the students discuss their future plans privately with the vocational counselor and instructor. This program is documented in a manual which includes the rationale for the program design, a brief program description, the role of program participants, lesson plans, and resource materials.

## PRODUCTS

1. Pennington, V. *Within Our Grasp: A Model Career Awareness and Career Planning Program for Students with Disabilities.* Santa Monica, CA: Santa Monica College, 1982. (212 pages)

   Available from: VOICE. Also available from the Information Source given below, for $12.50.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

All of the 21 students who completed the program at Santa Monica College made realistic career plans, and 18 of them reported more satisfaction with their lives after participating in the program. Six were hired by work experience employers.

## INFORMATION SOURCE

Vickie Pennington
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9265

*Special Project No. 19-73502-3-1-777.

# A NONTRADITIONAL MACHINE TOOL TECHNOLOGY PROGRAM ACCESSIBLE TO THE PHYSICALLY HANDICAPPED*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Handicapped

## DEVELOPER

South County Community College District, Chabot College

## DESCRIPTION

Physical levels of work in industry have been diminished by linking computers to the operation and control of machines. Recognizing that this new technology opens many occupations to individuals with physical limitations, Chabot College faculty developed a program in numerical control programming and machine operation that is accessible to disabled students. The approach used stresses adapting the disabled person to the environment, rather than adapting the environment to the person. A detailed dissemination report describes the machine tool technology program curriculum and the equipment and strategies used to achieve accessibility. These include an elevating wheel chair that enables wheelchair-bound students to reach the machine shop equipment.

## PRODUCTS

1. Brown, R. *Development of Curriculum for a Nontraditional Machine Tool Technology Program Accessible to the Physically Handicapped.* Hayward, CA: Chabot College, 1980. (90 pages)

   Available from: VOICE (P-01-08-439).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

All of the disabled students who completed the program were placed in jobs. In addition, Chabot occupational faculty have used the machine tool program approach to make all technical areas accessible to disabled students. As a result, the retention of disabled students has improved, vocational faculty have a better working relationship with enablers, and there is more cooperation with industries served by the training programs.

## INFORMATION SOURCE

Robert G. Hunter
Associate Dean of Instruction—Natural and Applied Sciences
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545
(415) 786-6633

*Special Projects Nos. 01-61317-3-8-439 and 01-61317-3-0-439.

## COPES SUBSYSTEM FOR HANDICAPPED*

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Practice for Handicapped

### DEVELOPER

Foothill-De Anza Community College District, Foothill College

### DESCRIPTION

The purpose of the COPES Subsystem for Handicapped is to integrate into the Community College Occupational Program Evaluation System (COPES) a systematic process for evaluating vocational programs for handicapped students in California community colleges. This COPES Subsystem is to be used to identify existing strengths of and to determine the needs for improving occupational education programs for the handicapped.

A draft guide, with procedures and instruments, was prepared and reviewed by internal and external evaluation groups. The procedures and instruments were field tested at eight community colleges. As a result, a final guide was prepared. The guide presents an overview of the COPES Subsystem for Handicapped, describes the application of the subsystem, and contains a sample of letters and instruments required for the application.

### PRODUCTS

1. Foothill Community College. *COPES Subsystem Guide: Handicapped.* Los Altos Hills, CA: Author, 1975. (80 pages)

   Available from: VOICE (03281, Part 3).

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The subsystem was successfully field tested at eight community colleges. The product has been used in many California community colleges.

### INFORMATION SOURCE

Bill Morris
Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 445-0486

*Special Project No. 43-69443-C089-73.

# PROJECT HOMEBOUND

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Practice for Handicapped

## DEVELOPER

Los Angeles Community College District, Los Angeles City College

## DESCRIPTION

The purpose of Project Homebound is to enable severely physically disabled students who are homebound to participate in regular classes through the use of speaker telephones. Los Angeles City College began this program in the fall of 1978. In the fall of 1983, 11 courses were offered in the program.

Textbooks, class materials, and tests are mailed to the students. At the beginning of each class, the instructor makes a call to each of the homebound students enrolled in his or her course. During the class, the homebound students can listen to or talk with the instructor and nonhandicapped classmates by conference telephone receivers and microphones. The homebound students live within a 35-mile radius of the college.

## PRODUCTS

1. A Project Homebound brochure and a one-page program description are available from the Information Source given below.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The project has been operated at Los Angeles City College for five years. It has expanded from four original classes enrolling 10 homebound students to 11 classes enrolling over 50 students. On the average the disabled enrollees performed as well as or better than the regular students in the classes.

## INFORMATION SOURCE

Chadwick Woo, Jr.
Assistant Dean
Handicapped Student Programs and Services
Los Angeles City College
855 N. Vermont Avenue
Los Angeles, CA 90029
(213) 669-4218

# VOCATIONAL GUIDANCE FOR HANDICAPPED STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

This manual was developed as one product of a special project which had as its purpose the development of a comprehensive training program and related training package to increase the effectiveness of counseling personnel in providing vocational guidance for handicapped students. Although the manual was developed for use by those attending a three-day training program, the materials presented in it can also be used independently.

The topics covered in the manual are disability information, vocational evaluation, occupational and educational information, vocational counseling, job analysis and job modification, job seeking, and additional resources. Numerous worksheets and forms are included.

## PRODUCTS

1. Hopkins, L. J., Bell, J. E., Davis, C. M., Holmes, D. B., Frye, B., Gaden, K., & Hokana, J. *Vocational Guidance for Handicapped Students: A Training Program.* Alta Loma, CA: Chaffey College, Educational Resource Center, 1980. (206 pages)

   Available from: VOICE (P-36-9-776).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Community college workshop participants who were contacted in 1982 reported that they had used the manual and shared it with others. The rapid depletion of the supply of manuals without advertising was cited as evidence of its acceptance. Some of the ways recipients reported using the manual were: to provide in-service training for high school staff, as a text for a university course, as part of a community college student services staff guide, and as a guide in developing a vocational evaluation program. Use of the manual was reported at Cerritos College, Citrus College, Crafton Hills College, Fullerton College, Glendale Community College, Santa Barbara City College, and Victor Valley College.

## INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

*Special Project No. 36-67660-3-9-776.

# CAREER GUIDANCE FOR STUDENTS WITH DISABILITIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

To help fill critical gaps in currently available vocational assessment and career guidance materials for disabled students, Chaffey College special project staff developed the resource manual, *Career Guidance for Students With Disabilities*. The manual contains instructions for modifying counseling materials and procedures for use with this special population. It describes how project staff selected existing printed and audiovisual materials and arranged to have them adapted for students with hearing, sight, learning, and other disabilities. Specific tips for counseling the disabled are included, and public and private agencies and national organizations that serve the disabled are listed.

## PRODUCTS

1. Smith, S., & Smith, G. J. *Career Guidance for Students with Disabilities*. Alta Loma, CA: Chaffey College, 1981. (19 pages) (Also available on cassette tape.)

   Available from: VOICE (P-36-00-452). Also available from the Information Source given below, at no charge.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

*Career Guidance for Students with Disabilities* was reviewed by teachers and counselors of the disabled. Community college personnel who received copies at dissemination workshops rated the materials favorably.

## INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

*Special Project No. 36-67660-3-0-452.

# VOCATIONAL SKILLS ASSESSMENT FOR THE DISABLED STUDENT*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

This manual was developed as part of a training package designed to assist guidance personnel and directors of programs and services for the handicapped in providing model vocational skills assessment programs for their students. In developing the training package, resources for vocational skills assessment were identified and information about them was compiled. The in-service training was designed to present the basic principles and requirements of vocational evaluation, and within those parameters, options for modifications to suit the needs of students and service providers.

The manual contains chapters on vocational evaluation, counseling and disabilities, data collection, vocational exploration, job analysis and modification, reports, case management, and locating and identifying quality vocational evaluation services. Appended materials are examples of forms, selected case studies, and an annotated bibliography.

## PRODUCTS

1. Chipps, P. *Vocational Skills Assessment for Disabled Students.* Alta Loma, CA: Chaffey College, Educational Resource Center, 1981, (197 pages)

   Available from: VOICE (P-36-00-777).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Ninety-five percent of the participants at workshops using the manual responded favorably and thought that guidance for disabled students would improve on their campuses. The workshops were attended by representatives of 35 community colleges. Many of them later reported using the manual at their campuses.

## INFORMATION SOURCE

Paulette Bull
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*Special Project No. 36-67660-3-0-777.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

## A CAREER PLANNING GUIDE FOR STUDENTS WITH DISABILITIES*

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

### DEVELOPER

Chaffey Community College District, Chaffey College

### DESCRIPTION

As the result of a search for existing materials for counseling the disabled, Chaffey College staff and their advisers identified a need for a career planning guide designed for this special population. The resulting product was reproduced in standard and large print, braille, and audiotape versions. It is intended to be used as a supplement to regular career planning materials.

The *Career Planner : A Guide for Students With Disabilities* focuses on the need for systematic planning and a realistic look at people in the world of work. This guide contains specific information needed to make career decisions and step-by-step procedures to follow. Chapter titles are: health information, vocational information, how to get information from people, job analysis, and job modification. There are sample forms and letters, tips for contacting people, and a list of role models and helpful organizations.

### PRODUCTS

1. Smith, J., Hopkins, L . J., & Creasy, D. E. *Career Planner : A Guide for Students With Disabilities* (2nd ed.). Alta Loma, CA: Chaffey College, 1982. (24 pages, standard print; 56 pages, large print)

   Available from: VOICE (P-36-01-456). Also available in standard and large print from the Information Source given below, at no charge. Braille copies can be purchaged for $6.25 each from the Pomona Transcribers Guild, c/o Ontario Public Library, 215 East C Street, Ontario, CA 91764. Four-track cassette tapes are available from Recording for the Blind, Inc., 215 East 58th Street, New York, NY 10022 at no charge to eligible individuals.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The *Career Planner* was reviewed by teachers and counselors of the disabled and by employed disabled adults. It was also field tested with physically and learning disabled students. The quality, format, content, and relevancy of this product were given positive evaluations in dissemination workshops. The *Career Planner* is used in community colleges statewide.

### INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

*Special Projects Nos. 36-67660-3-0-452 and 36-67660-3-1-456.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# A FACULTY GUIDE FOR SERVING THE DISABLED

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

Los Angeles Community College District, East Los Angeles College

## DESCRIPTION

This guide was prepared to meet the need for removing attitudinal barriers towards disabled students on campus. The guide is to be used by faculty and staff members to increase their awareness of disabilities and their understanding of handicapping conditions. The strength of this guide is that one can refer to it without the feeling of being overwhelmed with information.

By way of introduction, the guide gives a succinct statement on the legal mandates concerning the disabled. This is followed by descriptions of various handicapping conditions which may affect learning, and what the faculty should do to accommodate each condition and assist student learning. The guide also has sections on: what to do in emergency first aid or evacuation situations, special education services provided on campus, and community resources available to help disabled students.

## PRODUCTS

1. Davila, M., & Lusky, I. A. *Serving the Disabled: a Faculty Guide*: Monterey Park, CA: East Los Angeles College, 1982. (50 pages)

   Available from: VOICE. Also available from the Information Source given below, at cost.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The guide was distributed to all faculty and staff at East Los Angeles College, and many of them reported that it was very useful.

## INFORMATION SOURCE

Joseph S. Najar
Assistant Dean, Special Education
East Los Angeles College
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8785

# A COMMUNITY ACTION MODEL: IN-SERVICE TRAINING TO IMPROVE VOCATIONAL EDUCATION AND EMPLOYMENT FOR PERSONS WHO ARE DISABLED*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

Santa Monica Community College District, Santa Monica College

## DESCRIPTION

This manual was the product of a special project whose purpose was the design and implementation of in-service training activities for administrators, faculty, staff, employers, and the community to improve the education and employment of persons with disabilities. The manual is a description of an approach developed at Santa Monica College and used to meet local in-service training needs. It is designed for individuals interested in conducting in-service training activities about students with disabilities. It describes a problem-solving approach, as opposed to a "cookbook" method, for meeting training needs. The approach stresses creating community resource linkages to solve individual student problems.

The manual has seven main sections: introduction; how to use the manual; challenges for in-service training, which describes specific challenges and process approaches to the design and implementation of in-service training programs; recommendations for action identified by faculty, staff, employers and agency personnel in the Santa Monica area; recommendations for action applied to three individual student problems; training activities carried out at Santa Monica College; and a summary. Appendix A describes three training sessions which were pilot tested at Santa Monica College. Appendix B is a report of a statewide needs assessment survey. Appendix C is an annotated list of films and training materials. Appendix D is a transcript of statewide workshops held to disseminate the in-service training model.

## PRODUCTS

1. Burnett, S. E., Pennington, V., Schwartz, J., & Garell, D. C. *A Community Action Model: In-service Training to Improve Vocational Education and Employment for Persons Who Are Disabled.* Santa Monica, CA: Santa Monica College, Disabled Students' Center, 1981. (172 pages)

   Available from: VOICE (P-19-00-778).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Ninety-three percent of the participants at dissemination workshops found the manual to be useful. The approach to providing in-service training has been recognized as useful by personnel from other community colleges in California.

## INFORMATION SOURCE

Vickie Pennington
Coordinator, Disabled Students' Center
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405
(213) 452-9265

*Special Project No. 19-73502-3-0-778.

# FIVE H: FORMULA FOR IMPROVING VOCATIONAL EDUCATION FOR THE HANDICAPPED (PHASE I)*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

University of California, Los Angeles

## DESCRIPTION

Project FIVE H (Formula for Improving Vocational Education for the Handicapped) was a statewide leadership training program funded in 1978-79 to improve the understanding and capabilities of persons responsible for vocational education programs for the disabled. Twelve leadership training seminars were held throughout California to create "awareness and understanding" of the legal and educational requirements for vocational programs for the handicapped. The project involved in-service training for the seminar presenters. Seminar participants pledged to conduct in-service training at their home institutions.

The product of concern here is the instructional notebook developed and distributed to seminar participants. The notebook contains information that can be used by any individual who provides services for the disabled. It contains sections on: legal requirements of vocational education for the handicapped, a model assessment delivery system for inclusion into vocational education programs, the Department of Rehabilitation look at vocational education, and the individualized education program. Various other materials are appended.

## PRODUCTS

1. Goldsmith, J. L. (Ed.) *FIVE H: Formula for Improving Vocational Education for the Handicapped (Phase I)*. Sacramento, CA: California State Department of Education, Vocational and Career Education Services Section, 1978. (141 pages)

   Available from: VOICE (P-19-08-090).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

FIVE H project leaders trained 456 persons, including 111 community college educators, using the notebook. A third-party evaluator reported that a majority of the seminar presenters rated the notebook as "excellent" on criteria of comprehensiveness, organization, readability, and general usefulness. Seminar participants pledged to conduct in-service training for an estimated 5,500 educators at their home institutions.

## INFORMATION SOURCE

David A. Passarell
Specialist, Specially Funded Programs
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 323-5952

*Special Project No. 19-30049-3-8-090.

# FIVE H: FORMULA FOR IMPROVING VOCATIONAL EDUCATION FOR THE HANDICAPPED (PHASE II)*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Handicapped

## DEVELOPER

University of California, Los Angeles

## DESCRIPTION

Project FIVE H (Formula for Improving Vocational Education for the Handicapped) was a statewide leadership training program first funded in 1978-79 (Phase I) to improve the understanding and capabilities of persons responsible for vocational education programs for the disabled. During 1979-80, the second year of the project (Phase II), a n in-service program was planned to build on the base of awareness and understanding created in Phase I by developing skills and capabilities needed to provide programs for the disabled. Ten leadership training seminars were held throughout California. The project involved in-service training for the seminar presentors. Seminar participants pledged to conduct in-service training at their home institutions.

The product of concern here is the instructional notebook developed and distributed to seminar participants. The notebook contains information that can be used by any individual who provides services for the disabled. It contains sections on: legal requirements of vocational education for the handicapped, the elimination of stereotypes and bias on handicaps and/or sex, vocational assessment, the content of the individualized education program (IEP), implementing the IEP, instruction and curriculum modifications, modifications of physical facilities, and fiscal support and funding. Various other materials are appended.

## PRODUCTS

1. Goldsmith, J. L. (Ed.). *FIVE H: Formula for Improving Vocational Education for the Handicapped (Phase II)*. Sacramento, CA: California State Department of Education, Vocational and Career Education Services Section, 1979. (169 pages)

   Available from: VOICE (P-19-08-090).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

FIVE H project leaders trained 388 persons during Phase II, including 70 community college educators, using the notebook. A third-party evaluator reported that about 80% of the seminar participants rated the effectiveness of the materials as excellent. Seminar presenters rated the notebook "excellent" on comprehensiveness, organization, readability, and general usefulness. Seminar participants pledged to train over 3,000 persons at their home institutions.

## INFORMATION SOURCE

David A. Passarell
Specialist, Specially Funded Programs
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 323-5952

*Special Project No. 19-30049-3-9-752.

# DIAGNOSTIC LEARNING CENTER TUTOR HANDBOOK

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Handicapped

## DEVELOPER

San Francisco Community College District, City College of San Francisco

## DESCRIPTION

This handbook is for a tutor whose job is to guide learning disabled adults toward independent learning as they study basic academic, career, and survival skills in a small group class. This small group class is called the Diagnostic Learning Center, which puts emphases on a supportive atmosphere, realistic learning goals based on individual needs and skills, and persons taking responsibility for their own learning.

The handbook contains general directions for tutors, instructional objectives for four subjects, and suggested activities and materials for each objective. There are 13 objectives for Reading Comprehension, 10 objectives for Spelling, 13 objectives for Grammar and Composition, and seven objectives for Mathematics. The handbook also contains copies of tests, guidelines for independent learning, an individual education plan form, and a Career/School/Daily Life Questionnaire. Using this handbook, a tutor can guide learning disabled students to write their own learning goals and use the materials from their career choice to develop basic academic skills.

## PRODUCTS

1. Reilly, R. R. *Diagnostic Learning Center Tutor Handbook.* San Francisco, CA: City College of San Francisco, undated. (133 pages)

   Available from: the Information Source given below, at cost. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

These curriculum materials have been used at the City College of San Francisco for two years. Student academic progress from using these materials in 1982-83 was 2.8 years growth on the average.

## INFORMATION SOURCE

Rebecca R. Reilly
Coordinator, Diagnostic Learning Center
City College of San Francisco
50 Phelan Avenue, Room C-332
San Francisco, CA 94112
(415) 329-3238

## WE CAN DO IT

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Handicapped

### DEVELOPER

Los Angeles Community College District, Office of Educational Resources

### DESCRIPTION

*We Can Do It* is a 30-minute film designed to help develop awareness of the special needs of disabled students. The film is intended to raise the awareness level of members of the audience, causing them to take personal responsibility for making changes in their behavior, environment, classroom, etc. It depicts the difficulties encountered by disabled students going through college. Shot on location at three Los Angeles Community College District campuses as well as on a sound stage, the film features a cast of professional actors. A number of disabled students from the district portray the students in the film. The film shows how skilled and sensitive instructors can help disabled students succeed.

Accompanying the film is a training package with a discussion guide included. The guide summarizes the film story line and gives follow-up activities that have been specially designed for use with this movie. The objective is to actively involve the audience in exploring the topic and creating change.

### PRODUCTS

1. Povall, D. S., (Writer), & Robinson, L. (Director). *We Can Do It* (Film). Los Angeles Community College District, Office of Educational Resources, 1979.

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401. Available in 16 mm and 3/4" videocassette formats. One week rental in either format is $50. Purchase price is $300 for 16 mm and $125 for videocassette. Shipping and insurance costs will be added.

2. Los Angeles Community College District. *We Can Do It* (Discussion guide). Los Angeles, CA: Author, Office of Educational Resources, 1979. (12 pages)

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401, at no charge.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The film has been described as effective by project staff and by staff at the Chancellor's Office of the California Community Colleges. It has been used extensively at colleges in the district and elsewhere in California, and at many institutions of higher education throughout the United States.

### INFORMATION SOURCE

Victoria Richart
District Director of Special Education Services
Los Angeles Community College District
617 West Seventh Street
Los Angeles, CA 90017
(213) 628-7788, Ext. 2532

# TECHNICAL SIGN LANGUAGE VIDEOTAPES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Handicapped

## DEVELOPER

Los Angeles Community College District, Los Angeles Pierce College

## DESCRIPTION

As part of a special project, a series of 38 videocassettes were completed to help teach sign language to vocational education teachers and students for 14 occupational areas. The areas are advertising art, architecture, automotive technology, business administration, business law, computer science, drafting, electronics, machine tools, numerical control, photography, real estate, welding, and woodworking. List of technical terms used in these areas were prepared and nontechnical definitions were written for each word. Signs were identified or developed for each word unless it was determined that the word should be finger spelled. The format of the tapes consists of a person demonstrating the signs with occasional review sessions.

## PRODUCTS

1. Los Angeles Pierce College. *Techsign Project Sign Language Videotapes* (38 videotapes). Woodland Hills, CA: Author, 1981.

   Available from: VOICE (P-19-00-754). (3/4" tape) Only five tapes may be borrowed at one time.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The materials were field tested at 50 California schools and colleges, and at national and state centers for the deaf. Favorable responses to the materials were reported. The materials improved the rate of successful completion of vocational programs by deaf students at Los Angeles Pierce College. The tapes have been used by the State Department of Rehabilitation.

## INFORMATION SOURCE

Norm Crozer
Director, Special Services Program
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551

*Special Project No. 19-64741-3-0-754.

# VIDEOTAPE MODULES DESCRIBING SPECIFIC DISABLING CONDITIONS AND THEIR IMPACT*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Handicapped

## DEVELOPER

West Valley Community College District, West Valley College

## DESCRIPTION

In 1981, West Valley College received VEA special project funds to develop in-service modules for training community college staff to better understand and serve disabled students so they can be integrated into the mainstream of life. Nine videotape modules were developed covering seven specific disabilities. A panel of experts assisted staff in compiling the information on each disability.

The nine videotape modules and related written information present a realistic view of how persons with disabilities adapt and continue to strive to reach their full potential. The first of the nine tapes, *Moving Through Disability*, contains excerpts from the other eight tapes and focuses on attitudes toward disabilities. The other tapes present interviews with individuals who discuss how specific disabilities have affected their lives. Emphasis is placed on their experiences in the community college environment. Materials describing medical, psychological, cognitive, and functional adaptations for the disability accompany many of the videotapes. Because of their modularized format, these materials can be used in a variety of ways.

## PRODUCTS

1. West Valley College. *Moving Through Disability* (Videotape). Saratoga, CA: Author, 1982. (10 minutes)
2. Eight additional videotapes, each title starting with "Moving Through." The remainder of the titles and the running times are: Head Injury (13 minutes); Hearing Impairment (8 minutes); Learning Disability (12 minutes); Multiple Sclerosis (16 minutes); Spinal Cord Injury (19 minutes); Stroke (Jonnie), (8 minutes); Stroke (Michael), (9 minutes); and Visual Impairment (17 minutes).

The above products are available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Community college personnel who were introduced to these resources at dissemination workshops in California gave positive evaluation to both the videotapes and the written materials. The developers have shown the materials at several national conferences and have received numerous requests from out-of-state for copies.

## INFORMATION SOURCE

Sylvia Selleck
Counselor for the Disabled
West Valley College
14000 Fruitvale Avenue
Saratoga, CA 95070
(408) 867-2200

*Special Project No. 43-69716-3-1-776.

# CAREER INFORMATION ADAPTED FOR USE BY STUDENTS WITH DISABILITIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Materials for Handicapped

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

To help fill critical gaps in career information usable by students who have disabilities, Chaffey College staff and their advisers selected an available career information system, the Appalachia Educational Laboratory's (AEL) Career Decision-Making Program. AEL and the publisher granted permission to the college to adapt and disseminate the products on a cost-recovery basis.

The adapted materials made available include the *Worker Trait Group Guide*, a reference containing worker qualification profiles and other information for 66 groups of occupations. The guide is based on Department of Labor research used to develop the *Guide for Occupational Exploration*. Braille, large print, and audiotape versions are available. A 36-minute videotape with sign language inserts presents three AEL filmstrips: *Work Activities*, *Work Situations*, and *What Are Aptitudes*. These explain part of the appendices of the *Worker Trait Group Guide*. A brief manual, *Guidelines for Use With Career Guidance Videotape*, contains the videotape script and key vocabulary words.

## PRODUCTS

1. Chaffey College. *Worker Trait Group Guide* (Braille, large print, and cassette tape adaptations). Alta Loma, CA: Author, 1981.

   Available from: VOICE (P-36-01-456). Large print copies are available free of charge from the Information Source given below. Braille copies can be purchased for $86.00 each from the Pomona Transcribers Guild, c/o Ontario Public Library, 215 East C Street, Ontario, CA 91764. Four-track cassette tapes are available from Recording for the Blind, Inc., 215 East 58th Street, New York, NY 10022 at no charge to eligible individuals.

2. Chaffey College. *Career Guidance Videotape with Signed English Interpretation for Hearing Impaired Students* (Videotape) and *Guidelines for Use with Career Guidance Videotape*. Alta Loma, CA: Author, 1981.

   Available from: the Information Source given below, for $85.00

## EVIDENCE OF EFFECTIVNESS, USEFULNESS, OR IMPACT

The products were reviewed by employed disabled adults and field tested with physically and learning disabled students. The materials were rated favorably by teachers and counselors of the disabled who attended dissemination workshops given by the developers.

## INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

*Special Projects Nos. 36-67660-3-0-452 and 36-67660-3-1-456.

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# A CATALOG OF CAREER GUIDANCE MATERIALS FOR USE WITH STUDENTS WITH DISABILITIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Materials for Handicapped

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

In 1980 a resource review team of Chaffey College specialists developed criteria for the selection of career counseling materials for use with students with disabilities. Project staff surveyed the California community colleges and searched ERIC and other national clearinghouses for suitable materials. They compiled an annotated bibliography of selected resources identified through this research.

The product, *Career Guidance Materials for Use With Students With Disabilities: A Resource Catalog*, describes the selected resources under four headings: vocational guidance materials and activities, information and ideas about vocational guidance for students with disabilities, information for counseling students with specific disabilities, and more resource listings. Ordering information is included.

## PRODUCTS

1. Hopkins, L. J., Creasy, D. E., & Smith, G. J. *Career Guidance Materials for Use With Students With Disabilities: A Resource Catalog.* Alta Loma, CA: Chaffey College, 1982. (37 pages)

   Available from: VOICE (P-36-01-456).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The resource catalog was reviewed by teachers and counselors of the disabled, who gave a positive evaluation of the quality, format, content, and relevancy of this product. The catalog has been used in community college districts throughout the state.

## INFORMATION SOURCE

Paulette Bull
Educational Resource Center
Chaffey College
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737

*Special Project No. 36-67660-3-1-456.

# TECHNICAL SIGN LANGUAGE DICTIONARIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Materials for Handicapped

## DEVELOPER

Los Angeles Community College District, Los Angeles Pierce College

## DESCRIPTION

A series of 13 dictionaries was developed to help teach technical sign language to vocational education teachers and students. Technical signs are pictured and defined for advertising art, architecture, automotive technology, business administration, business law, computer science, drafting, electronics, machine tools, photography, real estate, welding, and woodworking. Lists of technical terms used in these areas were prepared and nontechnical definitions were written for each word. Signs were identified or developed for each word unless it was determined that the word should be finger spelled. Each dictionary contains approximately 100 signed terms with definitions.

## PRODUCTS

1. Los Angeles Pierce College. *Techsign Project Sign Language Dictionaries* (13 dictionaries). Woodland Hills, CA: Author, 1981. (pages vary)

   Available from: VOICE (P-19-00-754). Also available from the Information Source given below for $5.00 per dictionary. A check payable to Los Angeles Pierce College Handicap Student Fund must be sent with your order. The cost is postpaid and sales tax need not be added.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The dictionaries were field tested at 50 California schools and colleges, and at national and state centers for the deaf. Favorable responses were received. The dictionaries improved the rate of successful completion of vocational programs by deaf students at Pierce College. The dictionaries have also been used by the State Department of Rehabilitation.

## INFORMATION SOURCE

Norm Crozer
Director, Special Services Program
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551

*Special Project No. 19-64741-3-0-754.

# RESEARCH REPORT ON A STUDY OF WORD PROCESSING COMPETENCIES WITH IMPLICATIONS FOR TRAINING HANDICAPPED AND DISADVANTAGED STUDENTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Materials for Handicapped and Disadvantaged

## DEVELOPER

Saddleback Community College District

## DESCRIPTION

In the fall and early spring of 1979, interviews were conducted with 72 word processing supervisors and 53 correspondence specialists employed in 100 Orange County businesses. The purpose of the interviews was to ascertain what tasks are performed in word processing, what competencies are required, what employment opportunities exist for the disabled, how many disabled are employed, and how they are recruited. The research report presents the findings and conclusions of the study. It includes physical requirements for individuals using word processors, findings about accessbility and about employer attitudes toward hiring disabled workers, and findings and recommendations about the special training needs of disabled and disadvantaged students preparing for work in this field. The report can be used as a reference source for those planning word processing facilities and curriculum.

## PRODUCTS

1. Busche, D., & Arntson, J. *A Study of Word Processing Competencies with Implications for Training Handicapped and Disadvantaged Students.* Mission Viejo, CA: Saddleback Community College District, 1979. (101 pages)

   Available from: VOICE (P-30-08-425).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Information gathered in this study was used in planning business education facilities and curriculum at the two Saddleback campuses. Special instructional techniques, equipment, and materials have been utilized in the office education and other business programs there to meet the special needs of students with sight, hearing, and other physical disabilities and to assist academically disadvantaged students.

## INFORMATION SOURCE

Joyce Arntson
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Saddleback College, North Campus
5500 Irvine Center Drive
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(714) 559-9300

*Special Project No. 30-66654-3-8-425.

PROGRAMS AND MATERIALS FOR DISPLACED HOMEMAKERS

AND RELATED POPULATIONS

# SUPPORT SERVICES FOR WOMEN*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

Cabrillo Community College District, Cabrillo College

## DESCRIPTION

The Cabrillo College program of support services for women features strong ties with local agencies and employers for referral and placement, an the use of women role models as teaching assistants in targeted vocational courses. Individual conferences, workshops, and other counseling activities are designed to encourage women to train for higher paying nontraditional jobs and to help them succeed in their classes and find employment.

The program director/counselor works closely with local agencies. These contacts help ensure that potential clients are referred to the program and that they are enrolled in appropriate classes at the college or other training sites. In addition, the director/counselor visits local employers to develop jobs for the women. Both the director/counselor and laboratory assistants work with instructors to promote gender equity in their traditionally male classes.

## PRODUCTS

1. Taquino, L. *Support Services for Women.* Aptos, CA: Cabrillo College, 1981. (40 pages)
   Available from: VOICE.
2. Taquino, L., & Miller, H. *Support Services for Women.* Aptos, CA: Cabrillo College, 1981. (48 pages)
   Available from: VOICE (P-44-01-851).
3. Taquino, L. *Support Services for Women.* Aptos, CA: Cabrillo College, 1983. (26 pages)
   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The program has served about 150 to 200 participants each year. About half were placed, many in nontraditional jobs. Significant gains were reported in female enrollments in the target occupational classes. In 1979-80 the program was named by CC-PAGE as a promising approach to gender equity. Cabrillo College received the only special project grant awarded by the Chancellor's Office for support services for women's programs in 1982.

## INFORMATION SOURCE

Lynne Taquino
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003
(408) 425-6204

*Special Projects Nos. 44-69740-2-0-043, 44-69740-2-1-851, and 44-69740-2-2-851.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# GENDER EQUITY IN A FIRE TECHNOLOGY PROGRAM

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

Chaffey Community College District, Chaffey College

## DESCRIPTION

The purpose of this program was to expose females and minority students to careers in the fire services through a series of class meetings dealing with job opportunities, written exams, job applications, interview procedures, and the physical agility testing process. Program goals and objectives were identified through cooperative work with several area fire chiefs and training officers, and women in the fire services. Contacts were made with numerous community colleges, fire agencies, and individuals to obtain the most current and effective instructional materials, including audiovisual materials. An arrangement was made with P.E. department staff to design and offer a physical fitness course geared to the agility test.

This effort resulted in a four-unit, 48-hour course called "Career Preparation/Gender Equity in Fire Service." The course covers: job opportunities in the fire services; sex biases and coping mechanisms; physical exercises to prepare for the physical agility test; practice in mock oral interviews; preparing effective applications, resumes, and letters; and practice in written exams for firefighters. Guest lecturers with various expertises are extensively used in the course.

## PRODUCTS

1. Chaffey College. *Fire Technology Program Gender Equity Project: Final Report.* Alta Loma, CA: Author, 1981. (65 pages)

   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Course evaluation data were collected through a student questionnaire. Students in the class were enthusiastic about the course, its content, and the handouts. Chaffey College has been offering the course since 1980-81. In 1979-80 it was selected by CC-PAGE as a promising approach.

## INFORMATION SOURCE

Kathleen Brindell
Director, Occupational Programs
Chaffey Community College District
5885 Haven Avenue
Alta Loma, CA 91701
(714) 987-1737, Ext. 243

# SUPPORT SERVICES TO COASTLINE PROJECT STEPS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

Coast Community College District, Coastline College

## DESCRIPTION

This program provided support services to Coastline College's Project STEPS (Salary advancement, Training, Employment, Promotion, and Success). Project STEPS was initiated in the spring of 1980 to bring women into nontraditional occupations. The program provided for: recruiting additional participants into Project STEPS through workshops and public appearances in the community and industry; retaining women who had already been recruited by providing special support services to enhance the instructional program available to them; continuing support for previous participants who were employed in nontraditional careers; identifying problems for women entering local industry in nontraditional occupations; developing job opportunities for the placement of qualified women; and enhancing the class content of the instructional phase of the program with special speakers who provided opportunities for networking, industry contacts, and female role models. Products included an end of project report and a slide presentation used for orientation and recruitment.

## PRODUCTS

1. Buchanan, J. *Support Services to Coastline Project STEPS. End of Project Report 1980-81.* Fountain Valley, CA: Coastline College, 1981. (116 pages)

   Available from: VOICE

2. Coastline Community College. *Profile of a Woman in STEPS* (Slide presentation). Fountain Valley, CA: Author, 1981.

   Available from: the Information Source given below, at cost.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Recruitment objectives were met and students were placed in jobs. Some were placed in nontraditional jobs, while others elected to stay within more traditional areas. Much of the program has been integrated into existing services provided by the college in order to continue the assistance to women in the areas of guidance, support activities, and job placement in nontraditional areas.

## INFORMATION SOURCE

Kerry Reynolds
Instructor/Coordinator
Coastline College
11460 Warner Avenue
Fountain Valley, CA 92708
(714) 963-0881

*Special Project No. 30-66639-2-1-853.

# SEX EQUITY EDUCATION KNOW-HOW (SEEK), A MODEL PROJECT TO REDUCE SEX BARRIERS IN VOCATIONAL EDUCATION*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

Los Angeles Community College District, Los Angeles Pierce College

## DESCRIPTION

The SEEK (Sex-Equity Education Know-how) project was a model program to eliminate sex bias and stereotyping in vocational programs and to encourage students to enroll in occupational programs nontraditional to their sex. Classes in agriculture, computer science, electronics, industrial arts, business administration, and office administration were selected as target classes. For them, SEEK project staff provided special awareness activities and recruitment tools. For industrial arts, a student handbook was prepared which the instructor adopted as a text. Other strategies explored in developing the model program included awareness workshops for counselors and instructors, workshops on careers for students, career exploration visits, and presentations to new students.

The report, *SEEK, A Model Project to Reduce Sex Barriers in Vocational Education*, describes project activities, accomplishments, and strategies. How the model can be replicated or adapted is also discussed. Materials used in implementing the program are appended, including the handbook for industrial arts students.

## PRODUCTS

1. Rookstool, C. *SEEK, A Model Project to Reduce Sex Barriers in Vocational Education.* Woodland Hills, CA: Los Angeles Pierce College, 1980. (234 pages)

   Available from: VOICE (P-19-09-654). Also available from the Information Source given below, for $2.50.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Recruitment efforts resulted in increases in enrollments of women in four of the targeted areas. Retention efforts were highly successful and program evaluations by students were favorable.

## INFORMATION SOURCE

Don Love
Assistant Dean of Instruction, Occupational Education
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551

*Special Project No. 19-64741-3-9-654.

# A MODEL REENTRY PROGRAM FOR DISADVANTAGED WOMEN*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations, and Disadvantaged

## DEVELOPER

Marin Community College District, College of Marin

## DESCRIPTION

VEA special project funds were used to develop and implement a model program designed to provide comprehensive support, instructional, and advocacy services to disadvantaged women seeking information and/or future employment in nontraditional career fields. Areas of emphasis were the apprenticeable trades and other blue collar work. (The program was also called "Blue Collar Opportunities for Women.") The major activities of the program included: (a) making an assessment of the programs nontraditional for women and determining the attitudes of faculty toward placing the nontraditional student in the programs; (b) a comprehensive effort to recruit disadvantaged women into the curriculum component of the program; (c) providing comprehensive support and counseling services to women seeking information about apprenticeship and blue collar employment; (d) developing nontraditional career literature, workshops, and curriculum; (e) providing ESL women at the college with necessary support services and information to better enable them to gain access to nontraditional career fields; (f) providing role models; (g) developing a follow-up system that identified student progress and employment; and (h) developing a formative and summative evaluation process to assess the effectiveness of the program.

The program is documented in the project report. Various project materials are appended to the report. A separate evaluation report is also available.

## PRODUCTS

1. Prichard, D. A *Model Reentry Program for Disadvantaged Women.* Kentfield, CA: College of Marin, Women's Program, 1982. (70 pages)

   Available from: VOICE (P-21-01-728).

2. Mooch, L. D. *Women's Center Project: "Blue Collar Opportunities for Women" Evaluation Report.* Fremont, CA: Lynn Mooch and Associates, 1982. (12 pages)

   Available from: VOICE (P-21-01-728).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The evaluator reported that valuable information was provided for colleges interested in replicating the approach. Thirty-four of the 59 women recruited completed the six-week instructional component of the program. Of these, 18 decided to go into blue collar work. Over 200 women were provided comprehensive support and counseling services.

## INFORMATION SOURCE

Dana Prichard
Director, Women's Programs
College of Marin
835 College Avenue
Kentfield, CA 94904
(415) 485-9643

*Special Project No. 21-65383-3-1-728.

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## CONTINUING EDUCATION FOR WOMEN (CEW)*

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

### DEVELOPER

Merced Community College District, Merced College

### DESCRIPTION

Since 1975, Continuing Education for Women (CEW) has helped reentry women at Merced College overcome social and academic barriers inhibiting their vocational, educational, and personal growth. To do this, the program combines a 12-unit block of transferable reentry classes, special workshops and other community service events, and support services provided by the Women's Center at Merced College. In 1980-81, CEW presented 87 special events and workshops, which were attended by a total of nearly 3,600 women. Comprehensive support services included: peer counseling; referrals for legal, medical, and financial assistance; and child care. The reentry classes included Career and Life Planning, Human Potential, Body Conditioning, Anthropology of Women, English, and Mathematics.

The CEW program is described in the booklet, *Send Us Soaring.* Information about 1980-81 activities appears in *Final Report, Vocational Education Displaced Homemakers Grant.* In the booklet, *Success Stories,* 37 women who have returned to college with the help of CEW tell about their experiences in the program.

### PRODUCTS

1. Merced College. *Send Us Soaring.* Merced, CA: Author, 1981. (18 pages)
2. Merced College. *Final Report, Vocational Education Displaced Homemakers Grant.* Merced, CA: Author, 1981. (5 pages plus attachments)
3. Merced College. *Success Stories.* Merced, CA: Author, 1981. (76 pages)

The above products are available from: VOICE (P-24-01-877).

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The testimonies of individual women in *Success Stories* indicate that CEW has been an important factor in their successful reentry into college. The program continues to serve about 300 women each year.

### INFORMATION SOURCE

Arlene Bireline
Director, Continuing Education for Women
Merced College
3600 M Street
Merced, CA 95340
(209) 384-6231

*Special Projects Nos. 24-65797-2-9-010, 24-65797-2-9-020, 24-65797-2-0-020, and 24-65797-2-1-877.

# NEW HORIZONS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations, and Disadvantaged

## DEVELOPER

Rancho Santiago Community College District, Santa Ana College

## DESCRIPTION

New Horizons is a program of comprehensive support services for adult reentry students, displaced homemakers, nontraditional majors, and academically disadvantaged students at Santa Ana College. Services available for reentering adults include assessment, support groups, personal and career counseling, and special courses. Through the program displaced homemakers can obtain counseling, vocational assessment and training; special career planning and job search classes; health, legal, and child care referrals; and placement assistance. New Horizons informs students about nontraditional occupations through activities like a Nontraditional Job Day, a nontraditional career seminar series, and visits to job sites. Orientation sessions, written guides, and coping with mathematics anxiety courses are examples of the assistance available to students who select nontraditional majors. Vocational guidance and instructional support are provided for academically disadvantaged students in a program that features early intervention to improve retention and that provides bilingual tutors in the vocational classrooms. The senior services component of New Horizons is designed to help older people fulfill their potential. Activities include personal growth seminars and job search workshops for the older adult returning to college.

The *New Horizons Information Packet* contains a brief program description and examples of brochures describing services, flyers announcing activities, and instructional handbooks developed for the program.

## PRODUCTS

1. Van Hook, D., et al. *New Horizons Information Packet.* Santa Ana, CA: Santa Ana College, undated. (Various pages)

   Available from: the Information Source given below, at cost.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The New Horizons program has expanded each year since its inception in 1978. In 1982-83, approximately 5,500 people used the services offered with 3,000 additional persons attending special events seminars and week long conference programs. New Horizons was selected as an exemplary program by CC-PAGE in 1979-80, and it is promoted by the California Community Colleges Chancellor's Office for its exemplary program for displaced homemakers. Over the past four years 42 colleges have visited the New Horizons program for technical assistance.

## INFORMATION SOURCE

Dianne Van Hook
Coordinator, New Horizons
Santa Ana College
17th and Bristol
Santa Ana, CA 92706
(714) 667-3014

*Special Project No. 30-66688-3-8-426.

# PROJECT VIEW (VOCATIONAL INFORMATION AND EXPLORATION FOR WOMEN)*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

Saddleback Community College District, Saddleback College

## DESCRIPTION

Project VIEW was initiated in 1979 in response to the needs of displaced homemakers for career guidance, training and placement. Recruitment activities included the use of workshops where training, placement, and job resources were reviewed and the services of Project VIEW were described. For many, the workshop was the only service required. Others enrolled in the project's intensive program, which consisted of a group of core and elective courses 8 or 16 weeks long, support services, one-to-one counseling, and support groups. Upon completion of the core program, clients implemented their career plans which, depending on personal goals, included employment or vocational training. After program completion, follow-up support was available. Project staff also facilitated the incorporation of the services into ongoing college programs.

In addition to the final report, project staff produced a guide that provides information to guidance counselors and/or women's center personnel for developing a program for displaced homemakers. A booklet on creative job hunting strategies is also available to assist those entering or reentering the job market. In addition, a booklet on nontraditional careers describes 17 career areas and tells about the Saddleback College program for each.

## PRODUCTS

1. Chuman, J. *Final Report: Project VIEW II.* Mission Viejo, CA: Saddleback College, 1981. (14 pages)
2. Chuman, J. *A Community College Guide for Displaced Homemakers Program.* Mission Viejo, CA: Saddleback College, Women's Center, undated. (30 pages)
3. Chuman, J. *Creative Job Hunting Strategies.* Mission Viejo, CA: Saddleback College, 1981. (23 pages)
4. Chuman, J. (Ed.). *Nontraditional Careers.* Mission Viejo, CA: Saddleback College, 1981. (23 pages)

The above products are available from: VOICE (P-30-01-876).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

During 1980-81 there were 570 participants in workshops or classes. Of these, 120 were employed on completion of the program.

## INFORMATION SOURCE

Jerilyn Chuman
Counselor
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(714) 831-4511

*Special Projects Nos. 30-66654-2-0-025 and 30-66654-2-1-876.

# WOMEN RECRUITED FROM NONTRADITIONAL OCCUPATIONS AND TRAINED TO BECOME OCCUPATIONAL INSTRUCTORS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Model Program for Displaced Homemakers and Related Populations

## DEVELOPER

San Jose Community College District, San Jose City College

## DESCRIPTION

This special project resulted in the recruitment of 40 tradeswomen, 36 of whom completed University of California Extension teacher training classes to qualify them as full- or part-time occupational instructors. The project director helped the certificated women find teaching jobs in area community colleges.

The report, *Role Models in the Classroom*, describes in detail how the project was carried out. Sections of the report address recruiting and selecting eligible tradeswomen, training and credentialling the recruits, placing the trained teachers, funding a similar project, and the impact of the project. Examples of recruitment and promotional materials are appended.

## PRODUCTS

1. Cobble, S. *Role Models in the Classroom: A Handbook for Recruiting and Training Journey Women as Trade Teachers.* San Jose, CA: San Jose City College, 1980. (37 pages)

   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

At least ten of the women trained in this program were employed in 1981-82 teaching welding, automotive technology, carpentry, machine technology, woodworking, ornamental horticulture, electrical trades, and industrial maintenance. Administrators who were contacted agreed that these instructors encouraged women to enroll and improved their retention in classes nontraditional for their sex. The project was replicated in the Long Beach Community College District in 1981-82.

## INFORMATION SOURCE

Sue Cobble
Coordinator, Labor Studies
San Francisco Community College District
33 Gough Street
San Francisco, CA 94103
(415) 239-3000

*Special Project No. 43-69658-3-9-651.

## CHOICES AND CHALLENGES*

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

### DEVELOPER

Carvell Education Management Planning, Inc.

### DESCRIPTION

This guidebook for students was the product of a project to identify, analyze, and disseminate information about opportunities for males and females in nontraditional occupations. Data on employment patterns and enrollments in vocational programs were gathered and analyzed to identify nontraditional occupations and training programs for men and women. Interviews were conducted to gather information on the self-image of the nontraditional employee, life on-the-job as it relates to co-workers, and preparation for nontraditional employment. The interviews were conducted in secondary districts, community colleges, and regional occupational programs/centers. Special projects staff and employers or staff at employment-related agencies were also interviewed. The information gathered was used to compile the guidebook.

The guidebook was designed for use by secondary and community college students and adults who are considering nontraditional careers. The contents include: what's behind the growth in nontraditional occupations; laws that protect individuals from sex discrimination; equal employment opportunity cases; work, life styles and sex roles; opportunities in nontraditional employment; nontraditional employment patterns; what employers say they want; new directions, new job choices; and preparing for a nontraditional career.

### PRODUCTS

1. Carvell, F., Carvell, J. B., Holzkamper, C., & Vann, P. *Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities.* Sacramento, CA: California State Department of Education, 1979. (72 pages)

   Available from: California State Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, CA 95802 for $2.75.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The guidebook, which was disseminated through the gender equity projects CC-PAGE and VEEP, has been used in community colleges statewide. A survey of community college gender equity project directors in 1982 revealed that the guidebook was one of the most used gender equity products. The Chancellor's Office gender equity coordinator considered this to be "one of California's best gender equity products for postsecondary students."

### INFORMATION SOURCE

Joan Carvell
Carvell Education Management Planning, Inc.
P.O. Box 531
Los Altos, CA 94022
(415) 941-9118

*Special Project No. 8084.

# OPTIONS AND OPPORTUNITIES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

Carvell Education Management Planning, Inc.

## DESCRIPTION

This guidebook for community college educators was the principal product of a project whose purpose was to develop a set of strategies for the recruitment and retention of students in programs nontraditional to their sex, and for improving the job placement services available to these students. The contents of the guidebook were derived from data collected through a student needs assessment survey of over 500 students and a systematic collection of sex equity practices and ideas from nearly 100 administrators, counselors, vocational instructors, students, and others. Additional help was received from a variety of agencies involved in research or services related to vocational education and sex equity issues.

Part I of the guidebook presents background information on nontraditional vocational education programs. Part II contains highlights of the student needs survey, and gives a profile of students who enroll in nontraditional vocational programs. Strategies for meeting student needs in nontraditional vocational programs are presented in Part III. Included are strategies for sex equity, recruitment, retention, and job placement.

## PRODUCTS

1. Carvell, F., Carvell, J. B., Holzkamper, C., & Vann, L. *Options and Opportunities: A Community College Educator's Guidebook for Nontraditional Vocational Program Improvement.* Los Altos, CA: Carvell Education Management Planning, Inc., 1980. (100 pages)

   Available from: VOICE.

## EVIDENCE OF FFFECTIVENESS, USEFULNESS, OR IMPACT

The guidebook has been used in various community colleges statewide. A survey of community college gender equity project directors in 1982 found that the guidebook was one of the most used gender equity products.

## INFORMATION SOURCE

Fred Carvell
Carvell Education Management Planning, Inc.
P.O. Box 531
Los Altos, CA 94022
(415) 941-9118

*Special Project No. 8536.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# OVERCOMING BARRIERS FOR DISPLACED HOMEMAKERS IN NONTRADITIONAL OCCUPATIONS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

Far West Laboratory for Educational Research and Development

## DESCRIPTION

This manual was the product of a special project whose goal was to help service providers help displaced homemakers overcome problems or barriers encountered in nontraditional job settings. Discriminatory practices and barriers faced by displaced homemakers employed in nontraditional occupations were first identified by interviewing employers, trainers, and women employed in the trades. Strategies to reduce these barries were developed, and the manual was drafted. Revisions were made after review and presentation to participants at three workshops.

The manual focuses on problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming these problems. The contents include: definining "nontraditional," facing the barriers, taking stock of the situation, finding the strategies, changing the situation, and resources. In addition, facilitator notes for use of the manual in group in-service settings are provided. The manual can also be used by individual educators, counselors, or other service providers.

## PRODUCTS

1. Marzone, J. *Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations: A Manual of Strategies.* San Francisco, CA: Far West Laboratory for Educational Research and Development, 1983. (30 pages)

   Available from: VOICE (P-0042). (The manual is included as an appendix to a project final report.)

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Manual recipients who were contacted by the project evaluator said they would use the manual in staff in-service training, program planning, and client assessment. The evaluator reported that the document appears to be a useful resource for service providers, as was intended.

## INFORMATION SOURCE

Sharon Taylor
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3139

*Special Project No. 0042.

Assistance in adoption or use available from Educational Evaluation & Research, Inc.

# WORK OPTIONS: A GUIDE FOR CALIFORNIA COMMUNITY COLLEGES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

Marin Community College District, College of Marin

## DESCRIPTION

This was the principal product of a VEA special project to develop an exemplary program to recruit, retain, and place students in occupations not traditional to their sex. The two targeted programs were Machine Technology for women and Business Skills for men. To collect information on the barriers, problems, methods of recruitment, retention, and job placement of persons in nontraditional occupations, a statewide instructor survey was conducted. Interviews were also held with women machinists, men secretaries, and their employers/supervisors. Based on this information, a plan was developed, various promotional activities were carried out, and necessary support services were provided to the nontraditional students in the two programs.

The guide was prepared to share experiences with other California community colleges. It describes the barriers that nontraditional students confront and various strategies to overcome these barriers. It also presents effective methods for the recruitment, retention, and job placement of students in programs not traditional to their sex.

## PRODUCTS

1. Campbell, K. K., & Chapman, J. H. *Work Options: A Guide for California Community Colleges.* Kentfield, CA: College of Marin, 1982. (84 pages)

   Available from: VOICE (P-21-01-457).

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

There have been numerous requests for the guide. It was distributed as part of a subsequent project and those who received it gave positive responses.

## INFORMATION SOURCE

Kathryn Campbell
Placement Officer
College of Marin
835 College Avenue
Kentfield, CA 94904
(415) 485-9410

*Special Project No. 21-65383-3-1-457.

# EXPANDING NEW HORIZONS TRAINING MANUAL*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

San Mateo Community College District, Canada College

## DESCRIPTION

In 1981 Canada College was awarded a VEA special project to assist displaced homemakers in becoming economically independent by utilizing existing community resources and training programs to obtain employment or to upgrade job status. A similar project was awarded in 1982 to expand the program. The goal of the new project was to reach those people who were prevented from taking advantage of existing on-campus services. Comprehensive outreach efforts were initiated; a community facility was chosen in an economically depressed area; short-term courses were offered which provided information on careers and job-training programs, with special emphasis on nontraditional occupations; free child care was provided; and individual counseling and follow-up were also provided.

A major product of the project was a training manual for establishing a displaced homemaker program in the community. It is based upon the experiences of project staff and reports how the program was carried out at Canada College. The sections of the manual are: recruitment; selecting a community facility; developing a course (instructor, the course, vocational interest testing, and guest speakers); child care (staffing, equipment, and insurance); and evaluation (follow-up and job development). Curriculum and other materials are appended.

## PRODUCTS

1. Nelson, K. *Expanding New Horizons Training Manual.* Redwood City, CA: Canada College, 1983. (63 pages)

   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Over the two-year period 87 women completed the course, and 62 were placed in jobs or vocational training. Copies of the training manual have been requested by many individuals or organizations. This was the only displaced homemaker special project funded by the Chancellor's Office in 1981-82.

## INFORMATION SOURCE

Marie-Louise Bishop
Instructor, Canada College
4200 Farm Hill Boulevard
Redwood City, CA 94061
(415) 364-1212, Ext. 247

*Special Projects Nos. 41-69054-2-1-878 and 41-69054-2-2-852.

# NEW HORIZONS: AN OCCUPATIONAL GUIDE

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

Sonoma County Joint Junior College District, Santa Rosa Junior College

## DESCRIPTION

This booklet was prepared for the Santa Rosa Junior College Gender Equity Program to provide students with information concerning careers nontraditional to men. The purpose of the booklet is to answer questions and enable students to make a decision concerning a career in the health, office technology, or consumer studies areas.

The information in the booklet is presented to give men an idea of the training required and job duties for various occupations. Job descriptions and related Santa Rosa Junior College course requirements information are presented for Office Technology, Secretary, Legal Secretary, Dental Assisting, Dietetic Assistant, Instructional Aide, Preschool Teacher, Medical Secretary/Receptionist, Psychiatric Technician, Radiologic Technician, Registered Nurse, and Vocational Nurse. Although the course requirements information is specific to Santa Rosa Junior College, the job descriptions are not.

## PRODUCTS

1. DeMuth, J. *New Horizons: An Occupational Guide.* Santa Rosa, CA: Santa Rosa Junior College, Gender Equity Program, 1982. (37 pages)

   Available from: the Information Source given below, for $4.00. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

Copies of the booklet have been sold to individuals at other colleges or organizations. Positive feedback has been received from students and others who used it.

## INFORMATION SOURCE

Evelyn Pollard
Assistant Dean of Students—Counseling
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4331

# DIRECTORY OF REENTRY PROGRAMS

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Resource Guide for Displaced Homemakers and Related Populations

## DEVELOPER

Sonoma County Joint Junior College District, Santa Rosa Junior College

## DESCRIPTION

This 1981-82 directory is the beginning of an effort to assess and disseminate information about programs to assist the reentry student in California's institutions of higher education. The directory was prepared by the Santa Rosa Junior College Reentry Program as a project of the California Advocates for Reentry Education (CARE). VEA funds provided part of the salary of the author.

Questionnaires were used in 1980-81 to collect information about reentry programs at the California Community Colleges, California State University and Colleges, University of California campuses, and eight independent colleges. The information collected included: the title, salary, and salary basis of the respondent; the department the reentry program is in; the title of the program; the operating budget and source of funding for the program; the facilities available; how a reentry student is defined; how the program is staffed; the purpose of the program and services provided; who is served; whether there is a separate women's center; and whether there is a separate women's study center on the campus. Information is shown for each institution from which a response was received. Statistical information by system is presented and summarized, and recommendations are presented.

## PRODUCTS

1. Ross, V. *Directory of Reentry Programs, 1981-82*. Santa Rosa, CA: Santa Rosa Junior College, Reentry Program, undated. (69 pages)

   Available from: Carolyn Schuetz, CARE Chairperson, Merritt College, 12500 Campus Drive, Oakland, CA, at no charge. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The directory has been used by service providers, students moving to new locations, and transfer students. A copy was distributed to each member of CARE for his or her use.

## INFORMATION SOURCE

Evelyn Pollard
Assistant Dean of Students—Counseling
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4331

# PERSONAL AND CAREER EXPLORATION MATERIALS

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Curriculum Materials for Displaced Homemakers and Related Populations

## DEVELOPER

North Orange County Community College District, Cypress College

## DESCRIPTION

These curriculum materials were developed for use in career classes for displaced homemakers and adult reentry persons. The first part of the course deals with knowing oneself—one's values, interests, and skills. The second part of the course deals with creative job search techniques—application, resume preparation, and interviewing. These materials can also be used in individual counseling, workshops, or independent study.

The materials consist of two books: *Personal and Career Exploration*, and *Creative Job Search Manual*. *Personal and Career Exploration* covers 10 topics: value analysis, skills analysis, testing of interests and temperament, use of the Career Planning Center, assertiveness training, decision-making skills, exploration of careers and educational alternatives, interview techniques, resume writing, and goal setting. The *Creative Job Search Manual* can be used independently and covers employment-seeking skills such as the preparation of effective applications and cover letters, resume writing, and interviewing.

## PRODUCTS

1. Kolsky, G. C. *Personal and Career Exploration*. Cypress, CA: Cypress College, undated. (44 pages)

   Available from: Cypress College Bookstore for $2.25 plus tax. Also available from VOICE.

2. Kolsky, G. C. *Creative Job Search Manual*. Cypress, CA: Cypress College, undated. (62 pages)

   Available from: Cypress College Bookstore for $2.75 plus tax. Also available from VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

These curriculum materials have been used in career classes at Cypress College for four years and less than 1% of the students who enrolled dropped out from the classes. There has been a great demand for the materials. Approximately 250 copies of the materials were sold to students each year.

## INFORMATION SOURCE

Gail C. Kolsky
Coordinator, Adult Re-Entry Program
Cypress College
9200 Valley View Street
Cypress, CA 90630
(714) 826-2220, Ext. 120

## SEXTY MINUTES

### TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Material for Displaced Homemakers and Related Populations

### DEVELOPER

Los Angeles Community College District, Office of Educational Resources

### DESCRIPTION

*Sexty Minutes* is a 30-minute film designed to help develop awareness of the special needs of displaced homemakers and related special needs populations. The film is intended to raise the awareness level of members of the audience, causing them to take personal responsibility for making changes in their behavior, environment, classroom, etc. A spoof of TV's "Sixty Minutes," the film confronts the problems of sex stereotyping and sex bias in career decisions faced by many community college students. The dilemmas of women facing midlife career preparation and of men and women electing nontraditional careers are portrayed in this discussion starter film designed for use in staff development and awareness training. The film features a cast of professional actors. Deaf students at Los Angeles Trade-Technical College took the place of extras.

Accompanying the film is a training package with a discussion guide included. The guide summarizes the film story line and gives follow-up activities that have been specially designed for use with this movie. The objective is to actively involve the audience in exploring the topic and creating change.

### PRODUCTS

1. Povall, D. S. (Writer), & Robinson, L. (Director). *Sexty Minutes* (Film). Los Angeles, CA: Los Angeles Community College District, Office of Educational Resources, 1979.

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401. Available in 16 mm and 3/4" videocassette formats. One week rental in either format is $50. Purchase price is $300 for 16 mm and $125 for videocassette. Shipping and insurance costs will be added.

2. Los Angeles Community College District. *Sexty Minutes* (Discussion guide). Los Angeles, CA: Author, Office of Educational Resources, 1979. (12 pages)

   Available from: Los Angeles Valley College, Media Marketing/ITV, 5800 Fulton Avenue, Van Nuys, CA 91401, at no charge.

### EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The film has been described as effective by project staff and by staff at the Chancellor's Office of the California Community Colleges. It has been used extensively at colleges in the district and elsewhere in California, and at many institutions of higher education throughout the United States.

### INFORMATION SOURCE

Victoria Richart
District Director of Special Education Services
Los Angeles Community College District
617 West Seventh Street
Los Angeles, CA 90017
(213) 628-7788, Ext. 2532

# SLIDE/TAPES DESCRIBING THE WORLD OF APPRENTICESHIP AND FOUR APPRENTICESHIP TRADES*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Displaced Homemakers and Related Populations

## DEVELOPER

Los Rios Community College District, American River College

## DESCRIPTION

Five slide/tapes were prepared to present an overview of the apprenticeship trades and to depict in detail the occupations of operating engineers, carpenters, auto mechanics, and culinary workers. The presentations were designed for use as counseling materials to promote gender equity in vocational programs. Advisory groups representing the apprenticeship trades assisted in planning the presentations and provided subjects for the slides.

The overview presentation, *The World of Apprenticeship,* gives general information about apprenticeship and depicts 20 apprenticeship occupations. The four slide/tapes of specific career areas illustrate job opportunities in each trade and discuss skills and training required. Brochures giving additional information about the individual trades were also prepared.

## PRODUCTS

1. American River College, *The World of Apprenticeship* (Slide/tape and script). Sacramento, CA: Author, 1980. (20 minutes)
2. American River College, *Apprenticeship in Operating Engineers* (Slide/tape and script). Sacramento, CA: Author, 1981. (12 minutes)
3. American River College, *Apprenticeship in Carpentry* (Slide/tape and script). Sacramento, CA: Author, 1981. (12 minutes)
4. American River College, *Apprenticeship in the Culinary Professions* (Slide/tape and script). Sacramento, CA: Author, 1981. (12 minutes)
5. American River College, *Apprenticeship in Auto Mechanics* (Slide/tape and script). Sacramento, CA: Author, 1981. (12 minutes)

The above products are available from: VOICE (07434-AV, 04882-AV, 04883-AV, 04885-AV, and 04886-AV, respectively.) If requested, VOICE will provide multiple copies of free brochures with items 2, 3, 4, and 5.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The slide/tapes were approved by joint apprenticeship committees for each trade. The materials have been used in community college career centers and for career planning workshops and classes throughout California.

## INFORMATION SOURCE

Connie Gipson
Gender Equity Coordinator
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 323-3481

*Special Project No. 34-67371-3-9-552.

# SLIDE/TAPES DESCRIBING SHEET METAL WORK, PLUMBING AND PIPEFITTING, ELECTRICAL WORK, AND MARKETING AND DISTRIBUTION CAREERS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Audiovisual Materials for Displaced Homemakers and Related Populations

## DEVELOPER

Thacker, White, and Despota Media Productions

## DESCRIPTION

These slide/tapes were prepared to augment the World of Apprenticeship audiovisual series. (See Los Rios Community College District, Slide/Tapes Describing the World of Apprenticeship and Four Apprenticeship Trades.) Each presentation is designed to introduce students to an occupation not traditionally entered by members of their sex. An advisory group representing the occupations depicted guided the planning and production of the materials.

The four presentations describe careers in sheet metal work, plumbing and pipefitting, electrical work, and marketing and distribution occupations. Each 10-minute presentation depicts different job opportunities in each career area and discusses the skills and training required. A copy of the script is provided with each slide/tape.

## PRODUCTS

1. *Apprenticeship in Sheet Metal Work* (Slide/tape with script). Sacramento, CA: California State Department of Education, 1983.
2. *Apprenticeship in Plumbing and Pipefitting* (Slide/tape with script). Sacramento, CA: California State Department of Education, 1983.
3. *Apprenticeship in Electrical Work* (Slide/tape with script). Sacramento, CA: California State Department of Education, 1983.
4. *Distributive Education* (Slide/tape with script). Sacramento, CA: California State Department of Education, 1983.

   Available from: California State Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, CA 95802. Each slide/tape can be purchased for $15.00.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The slide/tape presentations were reviewed by representatives of the occupations depicted, who verified their accuracy. Directors of statewide gender equity activities, as well as counselors who have used the materials on their campuses, consider them excellent resources for introducing students to these career areas.

## INFORMATION SOURCE

Connie Gipson
Gender Equity Coordinator
Vocational Education Unit
California State Department of Ecucation
721 Capitol Mall
Sacramento, CA 95814
(916) 323-3481

*Developed as a part of Special Project No. 9436, the Vocational Education Equity Project (VEEP).

# CC-PAGE (COMMUNITY COLLEGE PLAN TO ACHIEVE GENDER EQUITY) REPORTS*

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Materials for Displaced Homemakers and Related Populations

## DEVELOPER

Foothill-De Anza Community College District

## DESCRIPTION

The CC-PAGE (Community College Plan to Achieve Gender Equity) project was funded from November 1979 through September 1983 to assist community college personnel in achieving gender equity in vocational programs. A network of CC-PAGE area consultants aided gender equity coordinators on local campuses in developing and implementing plans for promoting gender equity.

Each project year, CC-PAGE consultants selected a total of nine or more exemplary local programs and promising approaches for achieving gender equity. These are described in the project report for that year. The report for 1979-80 also contains information about recommended resource materials, self-evaluation and monitoring forms, and sample gender equity plans. The 1980-81 report includes examples of materials developed by the exemplary programs selected that year. In the 1982-83 report, the entire CC-PAGE project is reviewed. The reports are useful resources for identifying gender equity materials and programs considered exemplary by CC-PAGE consultants.

## PRODUCTS

1. Lockhart, V. *Community College Plan to Achieve Gender Equity: A Descriptive Final Report for 1979-80.* Los Altos Hills, CA: Foothill-De Anza Community College District, 1980. (122 pages)

   Available from: VOICE.

2. Lockhart, V. *Community College Plan to Achieve Gender Equity: A Descriptive Final Report for 1980-81.* Los Altos Hills, CA: Foothill-De Anza Community College District, 1981. (55 pages)

   Available from: VOICE (P-9349).

3. Lockhart, V. *Community College Plan to Achieve Gender Equity: A Descriptive Final Report, Exemplary Programs/Promising Approaches 1982-1983.* Los Altos Hills, CA: Foothill-De Anza Community College District, 1983. (29 pages)

   Available from: VOICE.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The CC-PAGE reports have been used extensively by CC-PAGE area coordinators and by gender equity coordinators at local community college campuses.

## INFORMATION SOURCE

Dan Estrada
Vocational Education Unit
California Community Colleges
1107 Ninth Street
Sacramento, CA 95814
(916) 445-0486

*Special Projects Nos. 43-69443-3-0-651, 9349, and 43-69443-3-2-653.

# HANDBOOK FOR WOMEN CONSIDERING NONTRADITIONAL CAREERS

## TYPE OF RESOURCE MATERIAL AND TARGET POPULATION

Reference Material for Displaced Homemakers and Related Populations

## DEVELOPER

Peralta Community College District, Merritt College

## DESCRIPTION

The student handbook, *Merritt Women of the 80's*, contains profiles of seven women students who were training for nontraditional occupations, suggestions for classes that are helpful, and advice about overcoming personal and emotional pitfalls experienced by women entering nontraditional careers. A section of background information on women in the labor market presents recent data compiled by the U.S. Department of Labor and other researchers on the economic needs, capabilities, and status of women workers. Procedures for becoming an apprentice are presented, and employment laws are also reviewed. While the handbook was prepared for use at Merritt College, the concise information it contains is useful to students and counselors at other colleges.

## PRODUCTS

1. Stephenson, D. *Merritt Women of the 80's*. Oakland, CA: Merritt College, 1982. (34 pages)

   Available from: VOICE. Also available from the Information Source listed below, at cost for postage.

## EVIDENCE OF EFFECTIVENESS, USEFULNESS, OR IMPACT

The handbook has been used by individual students and for group instruction and discussion. Responses to the materials were reported to be uniformly positive, as students and counselors found the information useful.

## INFORMATION SOURCE

Carolyn Schuetz
Coordinator, Career Center
Merritt College
12500 Campus Drive
Oakland, CA 94619
(415) 436-2446

# APPENDIX A

## HOW TO OBTAIN PRODUCTS FROM VOICE AND THE STATE DEPARTMENT OF EDUCATION BUREAU OF PUBLICATIONS

### VOICE

VOICE (Vocational and Occupational Information Center for Educators) is a joint service of the vocational education units of the Chancellor's Office, California Community Colleges, and the California State Department of Education. The VOICE collection contains instructional materials, including audiovisual materials, reference materials, textbooks, curriculum guides, and reports of studies and projects. VOICE educational resources are available on loan to California educators. Materials are checked out for a three-week period.

To request information or check out materials listed in this directory, copy the Borrower Request Form on the next page. Fill out item 2 on the form, specifying each resource by the VOICE item number, title, and/or author. In this directory, VOICE item numbers (when available) appear in parentheses where VOICE is shown as a source. P-43-01-745 is an example of a VOICE item number.

Mail the request form to VOICE, 721 Capitol Mall, Sacramento, CA 95814. Unless the materials requested are already on loan, they should be received within five working days. VOICE pays the cost of shipping the package—the borrower's only cost is for safe return of loaned materials to the Center.

To obtain further information write, call, or visit the Center, which is located on the fourth floor of the State Department of Education Building at 721 Capitol Mall, Sacramento. VOICE telephone numbers are (916) 445-0401, 445-0402, and 445-0404.

### Bureau of Publications, California State Department of Education

Materials listed as available from the Bureau of Publications can be ordered by sending requests to the California State Department of Education, P.O. Box 271, Sacramento, CA 95802. Give the title and the number of copies desired. Prices shown in this directory include postage and handling charges. (All prices are subject to change.) California purchasers must add sales tax. Purchase orders are accepted from governmental agencies in California only. All other orders must be accompanied by prepayment.

Persons who wish to pick up Department of Education publications in Sacramento rather than ordering them by mail may purchase them at the cashier's window on the mezzanine of the Downtown Plaza Building, 515 L Street. Telephone inquiries should be directed to (916) 445-1260.

# Borrower Request Form

1. VOICE ..... I need information or materials to assist me with the following:

_____

_____

_____

_____

and

The following descriptors define the kinds of materials I am looking for:
(Refer to the attached descriptor list.)

_____

_____

_____

_____

or

2. VOICE ..... please send me the following item(s):

| Item number | Title | Author |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Name _____ Date _____

District _____ Work phone _____

School college _____ Home phone _____

Address _____

City _____ State _____ ZIP code _____

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